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ABSTRACT

Five major sections in this directory present information from the Association for Business Simulation and Experiential Learning (ABSEL), including (1) simulations/experiential materials, (2) course descriptions, (3) ABSEL interest directory, (4) ABSEL membership directory, and (5) ABSEL facts and figures. Section 1 contains short summaries of simulations and experiential materials submitted by ABSEL members, together with and information on availability, student materials, teaching notes, special materials, time guidelines, and class size limitations. Section 2 provides summaries of courses, and descriptions of materials and evaluation techniques used in teaching by ABSEL members. Section 3 lists ABSEL members who responded to an interest survey according to functional research, and information-seeking interest categories. A complete listing of all current ABSEL members, and a variety of informative facts about ABSEL and its members are provided in sections 4 and 5. (CMV)

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ABSEL

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Directory of

SIMULATIONS EXPERIENTIAL MATERIALS COURSES & MEMBERS

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

James W. Schreier

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Edited by

JAMES W. SCHREIER

Published by

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THE ROBERT A. JOHNSTON
COLLEGE OF BUSINESS ADMINISTRATION
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PREFACE

No project, despite its value and/or the effort of the person responsible for it, is possible without the support and hard work of several people who knowingly or unknowingly become involved or "volunteer." This is certainly true of this project because of its unfunded nature. The people who became involved did so because they believed in supporting the work of ABSEL and because I was able to convince them that it would be a worthwhile effort. I hope that this finished product justifies their support.

The ABSEL Directory project would have been impossible without the support of the entire ABSEL membership. They are the individuals who responded to the mailings and provided the information necessary to create this booklet. Over the two years of planning and producing, the encouragement of the ABSEL officers gave me the spirit to undertake and complete the project. Special thanks goes to Bernie Keys, Stan Vance, and Ralph Day for their support. Ken Goosen worked closely with me on this project, compiling a directory of names, facts and figures, which greatly eased the workload for me. The section of ABSEL Facts and Figures is composed primarily of his materials.

Two organizations supported me in the production of the directory, bearing the burden of printing and mailing expenses. John Komives of Lakeshore Group Ltd. provided an office, some typing support, and the postage expense for two membership mailings. Dean T. Robert Martin of the College of Business Administration at Marquette University agreed to fund the final printing expenses for the cover, introductory, and membership pages. Without this support ABSEL would not have been able to produce the directory.

A special acknowledgement to my fine secretary Chris Honrath. She has devoted many hours, many of them at no charge, to see that this document was produced in a professional manner. Thanks also to my father, Ben Schreier, who collated all of the books and did the binding.

Despite the support of all of these fine people, I must accept personally the responsibility for any mistakes found in the directory. It was a project undertaken because of my belief that ABSEL is a growing organization essential to the profession of business education and business practice. I sincerely hope this is the first of a series of such directories.

James W. Schreier, Ph.D.
Assistant Professor of Management
Marquette University
March 1, 1977

ABSEL

The Association for Business Simulation and Experiential Learning (ABSEL) is an international association of business professors, business persons, government employees, consultants, and publishers dedicated to innovative teaching and research utilizing simulations and other experiential techniques. ABSEL was organized at its first national conference in Oklahoma City, April 1974.

ABSEL membership includes individuals from colleges and universities located in over 40 states and 7 foreign countries. The interests of ABSEL members include evaluation of simulation and experiential materials, the design of materials, and the use of materials in classroom and organizational training situations. ABSEL members have encouraged inter-disciplinary approaches and have attended meetings of other simulation and gaming associations to share research work and ideas for new materials.

ABSEL was created to encourage the association of business gamesters and those interested in developing and using experiential learning techniques in the fields of business and administration. Association is an important word in ABSEL because the real meaning of ABSEL is the sharing of ideas, the problem-solving, and the actual experience of the annual meetings.

The association hosts a national conference each year on business gaming and experiential learning. Meetings have been held in Oklahoma City, Oklahoma; Bloomington, Indiana; Knoxville, Tennessee; and Wichita, Kansas. Each annual meeting results in new projects for ABSEL and its members, a continual renewal of the spirit of experiential learning, and the publication of a proceedings which documents the search for new ideas, for solutions to problems, and for helpful hints on making old ideas work.

Membership in ABSEL includes a subscription to Simulation/Gaming, a regular newsletter which proves a forum for the membership and contains an ABSEL News Page. ABSEL has also established a national clearinghouse for business game materials. The Association also cooperates with other existing clearinghouse efforts related to business games and experiential learning.

ABSEL is a young, growing, dynamic organization. The people in ABSEL, because of their commitment to simulation and experiential learning, share common interests across diverse fields of practical application. The association is a reflection of its members, a spirit of cooperation and continued dedication to experiential learning.

ORGANIZATION OF THE DIRECTORY

This directory, the ABSEL DIRECTORY OF SIMULATIONS, EXPERIENTIAL MATERIALS, COURSES, and MEMBERS, contains 5 major sections.

SIMULATIONS/EXPERIENTIAL MATERIALS

This section of the directory contains descriptions of simulations and experiential materials submitted by ABSEL members who have written and designed the materials. These descriptions contain a short summary of the material and a standardized documentation for easy comparison, including availability, student materials, teaching notes, special materials, time guidelines, and class size limitations.

COURSE DESCRIPTIONS

This second section of the directory contains descriptions of courses which ABSEL members teach using their own or other simulation/experiential learning materials. Each of the descriptions contains a summary of the course, a description of the materials used, and a description of the evaluation techniques used in the course.

ABSEL INTEREST DIRECTORY

Members of ABSEL who responded to an interest survey are listed in this section of the directory. Their responses were summarized in three categories: Functional Interests, Research Interests, and "Would Like to Know More About..."

ABSEL MEMBERSHIP DIRECTORY

The ABSEL Membership Directory contains a complete listing of all current ABSEL members, including phone numbers for those supplying them in response to the member interest survey.

ABSEL FACTS AND FIGURES

The final section of the ABSEL Directory contains a variety of informative facts about ABSEL and its members. The information in this section was collected by Ken Goosen.

ACCOUNTING AND THE COMPUTER
A SET OF COMPUTERIZED PROBLEMS FOR ELEMENTARY ACCOUNTING

Kenneth R. Goosen
Department of Accounting
College of Business Administration
University of Arkansas at Little Rock
Little Rock, Arkansas 72204
(501) 227-6602 Home
(501) 569-3352 Office

RECOMMENDED FOR: Elementary Accounting I & II

DOCUMENTATION:
1. Available: From General Learning Press
2. Student Materials: Text: Accounting and the Computer
3. Teaching Notes: From Publisher: None
   From Author: Computer Program Deck
   Instructor's Manual
4. Special Materials: None
5. Time Guidelines: Variable
6. Computerized: Written in FORTRAN IV: Easily adapted to most computers
7. Class Size Limitations: None

ABSTRACT

Accounting and the Computer: A Set of Computerized Problems for Elementary Accounting consists of two parts: (1) a brief text (16 pages) explaining the effect of computerized accounting on the accounting cycle and (2) a set of problems (Kenrax Problems) to be solved through the use of the computer. The major purposes of the set of computerized problems is to demonstrate that the conventional accounting system can be effectively computerized and (3) to provide the students with an opportunity to be a user of the computer. A set of problems called the Kenrax Problems represent the equivalent of small computerized practice sets. Also, two special problems are included: a payroll problem and a depreciation problem.

The Kenrax Problems are, in essence, accounting cycle problems. The instructor may choose from 9 problems (3 service firm, 3 merchandising firms, and 3 manufacturing firms). These problems simply require that the student analyze transactions on a coding sheet, make punched cards, and process the punched card through the computer.

AUCTION OF A DOLLAR

Professor Theodore F. Smith
Marketing Department
Eastern Michigan University
Ypsilanti, MI 48197
(313) 487-0180 or 487-3323

RECOMMENDED FOR: Marketing Managment, Principles of Marketing, Promotions Management, and Advertising Classes

DOCUMENTATION:

1. Availability: Currently Available
2. Student Materials: None
3. Teaching Notes: None Required
4. Special Materials: One U. S. Dollar
5. Time Guidelines: Variable
6. Non Computerized
7. Class Size Limitations: None

ABSTRACT

This game is designed to dramatize the operation of the Gambler's Fallacy in competitive situations. The facilitator offers to sell a dollar to the highest bidder, with the condition that the two highest bidders must pay their final bids to the facilitator. Experience with both business people and student groups indicates that the bidding rapidly escalates until the higher bids are in excess of a dollar. During the debriefing, the facilitator challenges the group to identify analagous situations (e.g., price and advertising wars, etc.) The group could then explore legal ways to terminate such dysfunctional competition. (This game was originally developed to simulate the arms race - author unknown).

BFALLS, THE BLACKBERRY FALLS TOWN GOVERNMENT GAME

Computer Services
Kingsbury Hall
University of New Hampshire
Durham, NH 03824
(603) 862-2323

RECOMMENDED FOR:
1. College and Graduate level classes in Community Development, Economics, Government, Public Administration, Parks and Recreation, etc.
2. Training programs for local officials and community groups.

DOCUMENTATION:
1. All materials are currently available
2. Student materials: Players Manual (one/player) $ 3.00
   Appendices (one/group=7) 3.00
   Appendix D (one or two/game) 1.00
3. Teaching materials: Gamemaster Manual 10.00
   Copies of forms from Appendix F
4. Special materials: 50 computer programs (in DEC BASIC)
   Program documentation (available soon)
5. Computer requirement: Time-access computer which supports a BASIC (computer) language that allows random-access files.
6. Time guideline: Variable - minimum of 4 three-hour (or 6 two-hour) sessions of game
7. Class size limitations: Minimum of 15, maximum of 40, optimum 25-30
8. Staff requirements: 1 game facilitator
   1 terminal operator

ABSTRACT

BFALLS, the Blackberry Falls Town Government Game, is a community decision-making simulation designed as an educational facilitator to aid persons in dealing with a broad spectrum of small town problems. It is designed to train people in the formal decision-making process which occurs in a small town government framework. Blackberry Falls is a hypothetical but typical small New England town faced with economic and environmental change. Players represent town officials and groups from the private sector. The game facilitator introduces the game, the town and the issues and plays all additional roles while conducting the game. The computer is used for storage and analysis, feedback on decisions, projection of impacts, and file maintenance.

As an integral part of a classroom curriculum or as a community training program, BFALLS provides a forum for exploring issues of land use control, environmental concerns, population growth, unemployment, etc. The procedures followed and resources used (especially the computer) become learning experiences for the players.

MATERIALS: The Players Manual and Appendices describe the game process, the town of Blackberry Falls, the various roles, the computer programs, other reference materials and special forms, as well as the tasks to be performed by the players during a sample session of the game. The Gamemaster Manual outlines the tasks to be done by the game facilitator both before and during the game. It describes the computer programs available and procedures for using them. There are 50 BASIC programs associated with the game. Half of them are for use during the game by the players to store and retrieve information, analyze data, project impacts, and compare systems. The other half are for use by the game facilitator to initialize, update and reconstruct files. The programs were written for use on the DECsystem-10 computer, and are available on tape. Supplementary reference material can be made available during a game.

STEPS OF PLAY:

(1) Each player chooses a role and a place of residence for tax purposes.
(2) Groups meet to select:
    a. Chairman - plan agendas and conduct meetings.
    b. Secretary - prepare notes for computer and inform newspaper.
    c. Computer Operator - to record and submit desired information to terminal operator or to the computer.
(3) Groups/participants follow defined procedure for first session only.
(4) Participants receive a copy of the town newspaper plus additional data not available on the computer.
(5) Groups/participants examine the newspaper for issues and problems pertaining to their areas of responsibility.
(6) Game facilitator provides computer-selected Action issues upon which participants must act.
(7) Certain situations requiring interaction between participants warrant written or verbal communications, open meetings, or the running of specific programs.
(8) Functions of town officials and citizens' groups performed.
(9) Prior to terminating each session, groups file minutes or financial status at computer terminal, and Action reports with game facilitator.
(10) Repeat steps 4 thru 9 each session.
(11) At least one session (the fourth) culminates in Town Meeting.

DESIGNERS: Dr. Edmund Jansen, Professor, Resource Economics, UNH
Dr. Jerry Warren, Director, Academic Computing, UNH
Mrs. Anne Knight, Programmer/Analyst, Computer Services, UNH

BUSINESS DECISION SIMULATION

A Time-Sharing Approach

J. Ronald Frazer
School of Management
Clarkson College
Potsdam, New York 13676
(315) 268-6456

Recommended for: A full course in Management Simulation

Available: NOW from Reston Publishing Company

1. Student Book
2. Instructor's Manual
3. Program Tapes (paper or magnetic) BASIC Language

ABSTRACT

This book consists of 20 games, most of which are designed to be played from start to finish in one two-hour period. With most games suitable for playing more than once, there is ample material for a full three-hour semester course meeting for two two-hour periods a week. Students are afforded a wide range of decision-making experience on many different problems playing on many different teams. A complete instructor's manual giving program listings, sample runs, timing suggestions and strategy discussions for each game is available along with program tapes. Class sizes up to 32 work well.

* * * * * * * * * * *

The games in this book work best when played by students at the level of college juniors or above. A brief description of the games follows.

THE PRICE DECISION - Versions I and II
PRICE INTERACTION
PRICE INTERACTION AND PRODUCTION DECISION
PRICE-SALESMEN-QUALITY-PRODUCTION SIMULATION

A series of five different price-production type games progressing from quite simple to reasonably complex, providing a good introduction to business gaming. Both of the last two can very well be played twice.

BANKRUPT. A fast-moving game introducing decision making under uncertainty, coupled with a fairly difficult pricing decision.

INVEST. A management science type game requiring a good feel for time value of money concepts and compound interest calculations.

NEGOTIATION. A simple game from an analysis viewpoint, introducing a negotiation situation between competing teams.

NETWORK ADVERTISING - Versions I and II. Two slightly different games set in the world of network television.

BREAK-EVEN ANALYSIS. A sophisticated game coupling a size of plant decision with a pricing decision that can be greatly aided through use of the calculus.

BID JOB SIMULATION. A two-level negotiation game in which general contractors bid on jobs and award the work to subcontractors. Should be played for two or three different class periods.

PRODUCT MIX. A management science type game involving essentially a linear programming problem where teams must select the quantity of material to be purchased from different suppliers.

STOCK MARKET. A statistical inference game coupling an inference decision with rapid buying and selling decisions. Should be played twice to insure everyone grasps the complexities of the game.

BUILD. A selection problem involving the analysis of marginal rate of return to make the best selection from among several mutually exclusive choices.

REPLACEMENT ANALYSIS. A combined production-cash flow problem involving depreciation, tax rates, and interest concepts in deciding when to replace machinery.

HEDGE. A game set in the futures market involving risk analysis coupled with hedging to protect against violent price swings.

COMPARATIVE ADVANTAGE - Versions I and II. Two slightly different negotiation games in which teams are countries having a relative efficiency advantage in one of four products, meaning that the competing countries must buy and sell to one another in order to increase their standard of living.

INVENTORY SIMULATION. A fast-moving game that students find especially enjoyable. Teams make some 48 decisions about when to order and how much to order.

THE BUSINESS POLICY GAME
(Prentice-Hall, Englewood Cliffs, N.J. 1973)

Richard V. Cotter
College of Business Administration
University of Nevada
Reno, Nevada 89557
(702) 784-4912

RECOMMENDED FOR: Business Policy

AVAILABLE: Through Prentice-Hall, Inc.

1. Players' Manual
2. Instructor's Manual
3. FORTRAN program (1600 lines) and beginning history deck available on cards from author. Listing available in instructor's manual from publisher.

A B S T R A C T

EDUCATIONAL OBJECTIVE: A teaching aid for instruction in business policy formulation and integration of functional concepts from the viewpoint of management. The model is challenging to upper-division undergraduate and graduate students studying in a business administration curriculum.

THE GAME: A computer-based simulation of business operations. Student teams compete with each other as members of the management of hypothetical companies producing and selling a consumer durable good. The model is interactive so that Marketing decisions, for example, may influence the sales of competitors as well as those of the firm making the decision.

COURSE USE: Business Policy at the upper-level undergraduate or graduate level --suitable for use independently or as supplementary material. Seminars for management development. Used successfully in intercollegiate competition.

NUMBER OF PARTICIPANTS: Twelve or more. The model permits an industry of three to six companies (student teams) with each company's management consisting of four to eight participants. For more than six teams, separate industries may be run concurrently.

TIME REQUIRED: Sixteen to twenty sessions of about fifty minutes each (later sessions typically may require less time). Outside preparation will reduce the time required in group sessions. Preparation by participants before first session may require six to eight hours.

SPACE REQUIRED: Ideally, each company might have a separate "board room" for decision-making sessions. Grouping of teams in different parts of a large room works satisfactorily.

INSTRUCTOR'S OR COORDINATOR'S ROLE: To provide an educational environment for a maximum learning experience while playing the game, and to arrange for materials, physical facilities, and computer processing of student decisions. The Business Policy Game: Instructor's Manual provides instructions and suggestions for all phases of the game.

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(Prentice-Hall, Englewood Cliffs, N.J. 1973)

Richard V. Cotter
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BUSOP

A general management simulation of BUSiness OPerations which includes social responsibility and ethical incidents

Professor Jerald R. Smith
School of Business
University of Louisville
Louisville, Ky. 40208
Phone: 502-588-6956 or 6439

Recommended for: Principles of Management, Introduction to Business, Business and Society, The Business Environment, Small Business, or in a Business Policy course.

Availability: Currently from author

Student Materials: BUSOP Student Handbook

Computer Language: BASIC, currently running on a Hewlett-Packard 2000 C

Class Size limitations: none

Brief description of game:

Teams of from 1 to 5 members are assigned to operate a company in the automobile radio business. All teams/companies start with the same assets, etc and make decisions in the succeeding days/weeks of the class. Each decision period simulates a quarterly operating period for the firm. Any number of decision periods may be played.

The major decisions each team must make include the following:

1. Price of product
2. Marketing and advertising budget
3. Production Engineering budget
4. Research and Development budget
5. Plant Size
6. Production scheduling
7. Capital procurement through bank loans and, or common stock sales
8. Dividend policy and payment
9. Market research budget

In addition, the team is given a different incident each decision period which describes a business social responsibility- or ethical problem along with several alternatives. The team's choice of a solution is entered as a decision variable into the game with resultant consequences becoming output in the succeeding periods. Thus, the students are forced to "live with" the decisions they have made. This approach adds a new dimension to present business gaming. Some of the incidents include:

1. Whether to invest a considerable sum in pollution controls
2. Kick-backs to selected customers
3. Questionable advertising policies
4. Establishing a hard-core training program

COMPETE: A DYNAMIC MARKETING SIMULATION

Published by: Business Publications, Inc.
13773 North Central Expressway, Suite 1121
DALLAS, Texas 75243
(214) 238-0486

Authors: Dr. A. J. Faria, University of Windsor
Mr. D. G. Johnstone, Wayne State University
Dr. R. O. Nulsen, Northern Kentucky State College

Recommended for: Undergraduate Marketing Management and Marketing Problems classes and Introductory MBA Marketing classes

Documentation:
1. Available: Currently available
2. Student Materials: Student manual contains all necessary student materials
3. Teaching Notes: Detailed instructor's manual available from publisher
4. Special Materials: None required
5. Time Guidelines: Processing time is approximately eight (8) seconds per industry on IBM 360/65
6. Computer Language: Fortran IV
7. Class Size Limitations: None

ABSTRACT

Compete is a marketing management simulation geared for use in junior, senior or MBA level marketing courses. Compete may be used along with lectures and/or cases (especially in semester-length courses) or may be used on its own as the entire course content (especially in quarter-length courses). The simulation was tested for two years at three different universities before publication.

Compete has been designed to accommodate any number of teams so that it is adaptable to any class size. The student teams competing in this simulation operate in the sound-system industry. The firm manufactures in-home entertainment equipment such as stereos, phonographs, transistor radios, etc. The simulation focuses on the firm's major marketing variables. Decisions with respect to the following variables are made in each round of competition: (1) price, (2) advertising (by media), (3) salesforce (size, allocation and compensation), (4) research and development, (5) sales forecasting, and (6) market research. In addition, at the beginning of competition, each team must select a company name and a brand name for each product offering.

The market being served by the student companies is divided into distinct segments. Each firm may choose to serve all or only certain selected segments. Since the consumers in each market segment are different, the firm is encouraged to use different marketing strategies in each segment served.

Detailed student and instructor's manuals and the source deck are available from the publisher. The Instructor's Manual explains the Compete program in detail and describes how it can easily be modified to suit the needs of each individual user.

CONSUMERISM II

Dr. Theodore F. Smith
Marketing Department
Eastern Michigan University
Ypsilanti, Michigan 48197
(313) 487-0180 or 487-3323

RECOMMENDED FOR: Consumer Behavior, Principles of Marketing, Public Policy, Social Issues of Marketing, and Marketing Management Classes

DOCUMENTATION:
1. Availability: Currently available
2. Student Materials: Easily improvised
3. Teaching Notes: In process
4. Special Materials: None
5. Time Guidelines: 50 min. to 75 min.
6. Non-Computerized
7. Class Size Limitations: 12-50

Abstract

This instructional simulation game involves conflict resolution in distribution systems. Participants in four roles - manufacturers, retailers, consumers, and governmental agencies - negotiate in rounds of play. Each round involves: (1) the presentation of a conflict issue; (2) within-group discussion of strategy; (3) negotiation with other role groups; (4) voting by each group to reflect satisfaction levels with the trend of the negotiations; and (5) administration of rewards or penalties. The following is an example of a conflict issue: "Domestic auto sales plummet as consumers defer purchases or buy foreign cars." Rewards and penalties are made with the use of play money. Extensive debriefing concludes the game.

Additional Information

Five years of experience with this game has demonstrated that it is useful for both undergraduate and graduate classes as well as for business people. As with most simulation games, the debriefing is the most important aspect of the instructional period. A guide for debriefing this game is currently under development. The play money for use in the simulation can easily be produced using a photocopy machine to reproduce play money from commercial games on paper of different colors.

The procedure of play begins with the division of the players into four role categories: manufacturers, retailers, governmental agencies, and consumers, with consumers constituting approximately half the players. Prepared team packets containing play money and voting cards are distributed. Following presentation and description of the first conflict situation, each team has 2 to 5 minutes to formulate its strategy. The next 5 minutes is the negotiation period for discussions between groups. Upon conclusion of the negotiation period, within group discussions are held to determine the satisfaction level with the trend of negotiations with the other role-groups. Each group

then submits a single vote, reflecting group expectations of satisfactory results where the negotiation period to be extended a reasonable time in hopes of resolving the issues with the other groups. Votes range from "-1", a negative expectation of satisfaction, to "+3", an overall positive expectation, with a vote of "0" representing uncertainty. The 4 team vote cards are then compared with a payoff table. Negative votes by more than one team lead to strongly adverse economic reactions, the worst being a major recession in the industry, in which case each role-group loses 50% of their capital to the game treasury. Strongly positive votes, on the other hand, lead to differential rewards for the groups, rewards ranging up to $83,000 for the consumers.

After the rewards or penalties are thus made in play money, the voting cards are returned to the groups, and a new conflict situation is presented. With close attention to time limits, 3 rounds of play can be completed in a 50 minute class period, in which case the debriefing is completed during the following class session.

To minimize the memory and feeling loss resulting from such a split of the debriefing from the experiential exercise, the author has the participants complete the following statements:

I was a . . . . (consumer, retailer, etc.)
I did . . . . (what the participant did during the game)
I felt . . . . (how the participant felt during the game)
I wish . . . . (what he/she would have liked to have done or to have seen done during the game)

Then, during the debriefing period, the author uses the E.I.A.G. format to discuss sequentially the following: (1) the Experience, "Factually, what did the role-groups do?" (2) Identify the outcomes, "What results followed various tactics?" (3) Analyze the results, "What strategies and tactics were most successful?" and (4) Generalize to the larger reality, "What can we learn about the non-academic world from this exercise?" To facilitate this discussion, the author has found that a series of questions helps to draw out the student reactions; so such a series has been developed for each of the four parts of the E.I.A.G. procedure.

It should be noted that this game-frame has the potential for adaptation of the conflict issues to suit the interests and concerns of particular participant groups using the specified roles for exploration of consumerism. Also, the frame roles, issues, and payoffs can be changed to suit other role structures: e.g. hospital administrators, doctors, nurses, and patients exploring implications of medical service delivery issues for health practitioners.

DECISION MATHEMATICS OPERATIONAL GAME

Rachel E. Churchill
Geoffrey Churchill
Department of Quantitative Methods
School of Business
Georgia State University
University Plaza
Atlanta, Georgia 30303
(404) 658-4005

RECOMMENDED FOR: Decision Mathematics, Introduction to Business

AVAILABLE: Current

DOCUMENTATION:

Student manual includes scenario, assignments, decision forms.

Instructor's guide includes description of game structure, suggestions on use of game, implementation procedures, game programs, flow chart, dictionary of variable names, solutions to assignments, supplementary programs.

PROGRAMS:

BASIC programs (949 lines) require two disk files and printer access through LIST statements.

FORTRAN IV programs (559 lines) require 3 files (disk, drum, tape or card), 66k bytes of object code.

Both versions are listed in instructor's guide; card decks are available. Programs provide for one to twenty firms; this aspect is readily modified.

ABSTRACT

DOG is a small-scale, deterministic business game designed to provide an environment in which to teach elementary modeling and Decision Science concepts. Most of the assignments utilize matrix algebra as the fundamental tool, although others do rely on calculus, linear programming, or free form modeling. Little or no prior background in business, economics, or accounting is required. Ordinarily, most game work is done by students in pairs outside of class. Many of the assignments are suitable for use as classroom examples.

Each quarterly decision in the game is associated with a specific assignment, although the assignment will not relate to all items in the decision. It is not necessary to use all assignments, but some assignments do rely on previous assignments. For this reason it is highly desirable to plan carefully prior to selecting a sequence of assignments to use. It is normally quite feasible to assemble a sequence which will be consonant with both available time and course objectives. Needless to say, before a final decision is made on the assignment sequence, the assignments tentatively chosen, as well as their solutions, should be read.

The amount of classroom time devoted to the game is optional, depending upon course content and objectives, and upon the level of student preparation. A rule of thumb that is descriptive of its use is that about 25 per cent of the class time is directly game-related; some instructors have also designed game-related supplementary materials and exercises to take advantage of heightened student interest and of familiarity with the simulated environment.

THE EXECUTIVE SIMULATION

Dr. J. Bernard Keys
Assistant Dean
College of Business Admin.
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PUBLISHED BY: Kendall/Hunt Publishing Company, 2460 Kerper Boulevard, Dubuque, Iowa 52001. Phone 319-588-1451.

RECOMMENDED FOR: Introduction to Business, Business Policy, and Executive Development

AVAILABLE: January 1977 (First edition available from the authors)

DOCUMENTATION:

1. Students Manual
2. Fortran Computer Deck IBM 1130, 8K or larger
3. Computer Card Deck IBM 360 and other similar systems
4. Instructor's Manual with Fortran Program Listing
5. Mini Course Supplements on Basic Accounting Statements, Funds Flow Forecasting Available Separately

PART I: THE EXECUTIVE SIMULATION

A general management game played by teams of three to fifteen students, operating competing industries of up to eight teams per industry. Decisions are well balanced in marketing, manufacturing, and financing. One decision sheet is required for team inputs. One page computer financial statements are returned to each student. Four supplemental planning sheets are available to assist students in sales forecasting, production scheduling, operations budgeting, and cash budgeting. The game incorporates the seasonal and secular trends, competitive interaction, and a miscellaneous input variable. Off-line projects such as strike routines and ecological problems are available but not included in the student's manual. Decisions include:

1. Consumer Goods Market-Product A
2. Industrial Goods Market - Product B
3. Research and Development
4. Advertising
5. Price (a) Product A (b) Product B
6. Salesman in the Field & Commissions
7. Distribution Centers
8. Plant Capacity Scheduling
9. Production Scheduling
10. Notes Payable
11. Capital Stock
12. Dividends

The game administrator has control over the miscellaneous variable input, economic indices to be inputed on a four quarter basis and can change the starting position of the game in terms of cash, production capacity, inventory, and other financial statement variables. An end of year summary is provided for the players

PART II: READINGS ON BUSINESS POLICY AND STRATEGY

Chp. 2 Establishing an Organization and Decision-Making Structure
Chp. 3 The Objectives Of A Business
Chp. 4 Marketing Strategy and Policies
Chp. 5 Production Strategy and Policies
Chp. 6 Financial Strategy and Policies

THE IMAGINIT MANAGEMENT GAME

Richard F. Barton
College of Business Administration
Texas Tech University
Lubbock, Texas 79409
(806) 742-3192
Publisher: Active Learning, P. O. Box 16382, Lubbock, Texas 79490

RECOMMENDED FOR: Business Policy, General Management, Business Decision Experience Courses

DOCUMENTATION:
1. Player's Manual
2. Administrator's Manual
3. Master and segmented computer programs (FORTRAN)
4. Cards or magnetic tape
5. No-cost license agreement required
6. No limit on class size

ABSTRACT

THE IMAGINIT MANAGEMENT GAME is specifically designed for senior and masters integrating capstone courses in business. All functional areas are brought into interdependent play. Up to 28 elements comprise a decision. Products may be sold in two markets, one of which may contain two competing products for each company. Years, quarters, and months may be simulated in any combination. IMAGINIT simulates any manufacturing industry. Teachers may use available industry versions or create their own. Optional exercises train players in rules of the game. Optional policy and strategy assignments allow players to bring in unlimited outside material and behavior in a way that enters the computer model and affects decision consequences.

FROM BACK OF THE IMAGINIT PLAYER'S MANUAL:

THE IMAGINIT MANAGEMENT GAME is a truly flexible business decision simulation. The same book and the same computer program offer learning experiences for beginning to advanced levels of business and management education.

For game participants, IMAGINIT is a powerful experience (though simulated) in the world of business decision making. For beginners, the IMAGINIT experience also guides students into their future studies. For advanced students and businessmen, knowledge and problem-solving abilities may be directly applied and further developed. For teachers and company training executives, their own unique contributions can be included in IMAGINIT versions they create themselves --without rewriting the book or changing the computer program.

All areas of business operations, functions, environment, and policy making are drawn on during play of THE IMAGINIT MANAGEMENT GAME. Emphasis on any area can be simplified or expanded to match learning objectives. A student can play IMAGINIT at the introductory level with as many as 28 elements in each decision. At the capstone or strategy and policy level, he can play again with written

reports, oral presentations, or special displays affecting performance on the IMAGINIT financial statements. At every level, a student's IMAGINIT experience puts together for him his separate topics of study.

Additional features of THE IMAGINIT MANAGEMENT GAME include its easy-to-implement computer program, a self-administering player's manual, the choice of any length of play--days to months--and any number of practice and official decisions. The player's manual contains instructions for qualitative player assignments that affect quantitative results. It also offers optional exercise assignments that train players how to play. IMAGINIT participants learn about computers without learning to program. The game administrator's manual gives complete instructions for simulating different products and industries, for creating custom versions, and for changing the size of the time period simulated or other characteristics during or between plays. IMAGINIT can be used for research. In itself, it is a case study in simulation and computer model building.

AVAILABLE INDUSTRY VERSIONS:

- Breakfast cereals
- Early television
- Automobiles
- Encyclopedias and books
- Home laundry
- Home climate
- Home computers
- Tires
- Post WWII typewriters
- Washing products

DECISION ELEMENTS:

- --Price
- --Dollars of materials inputs per unit
- --Expenditures for salesmen
- --Expenditures for advertising
- --Investment in product research and development
- --Dollars of materials to be ordered
- --Number of units to be produced
- --Employee fringe benefits per hour
- --Dividends per share to be paid
- --Expenditures for operations research
- --Short-term loans to be made or repaid
- --Bonds to be issued or redeemed
- --Shares of stock to be offered
- --Dollars of factory capacity to be purchased or sold

INDUSTRIAL MARKETING PLAN SIMULATION (IMPS)

Ernest F. Cooke
Marketing Department
School of Business
University of Baltimore
Charles at Mt. Royal
Baltimore, Md. 21201
(301) 727-6350 X442

RECOMMENDED FOR: Marketing Management, Intermediate Marketing, Industrial Marketing, Sales Force Management, Advanced Marketing

AVAILABLE: As indicated in parentheses

1. Student Manual (Presently available)
2. Teaching Notes (Summer, 1977)
3. FORTRAN Program-listing or cards (Presently available)

ABSTRACT

Four to seven firms may participate in this simulation which involves the marketing of electric buses. Since this is an industrial product the primary promotional method is personal selling with other forms of promotion used to support the personal selling effort. For every quarter played (up to 20) each firm must make decisions in each area of the marketing mix. There is a substantial interaction among the firms; between each firm and the market and if a team approach is used, among members of each firm. If desired the instructor can use the simulation as a vehicle for having the students prepare a comprehensive marketing plan but this is not required.

This simulation has been used successfully in undergraduate and graduate courses of the type listed above. The format of the player's manual is supposedly a marketing plan for electric buses so that an additional feature of the simulation is that the instructor can, if he wants to, require a comprehensive marketing plan for this product or some other product as a part of the simulation or as an additional assignment. The marketing plan is not a necessary requirement for the success of the simulation.

The following decisions are required for each quarter played:

1. PRICE - Includes credit and shipping terms and the length of the warranty.
2. PRODUCT - Operating characteristic of the electric bus offered by each firm.
3. PLACE - A sales forcast is required which determines the availability of the product.
4. PROMOTION (PERSONAL SELLING) - Sales force compensation, sales force size and allocation of sales force among territories.
5. PROMOTION (OTHER) - Size of budget and allocation among four different types of non-personal promotional methods.
6. MARKET RESEARCH - There are 17 different market research reports which can be purchased every quarter by every firm.

Total industry demand is determined by the industry price, industry product attributes and industry promotion plus economic conditions, seasonal factors and the product life cycle. Each firm's market share is determined by their price, product attributes and promotion in relation to their competitors. There are revenues and cost associated with every decision including the sales forecast and the market research decisions. There is a carry-over effect built into different aspects of the simulation.

The computer program was developed with the simulation administrator in mind. Each firm's decision requires 62 spaces on a computer card. Each period's decision cards are retained and used for the next decision so that it is not necessary to worry about punching "history" cards. All calculations are made as part of the program-the administrator need only collect the decision cards, punch the period number on another card and run it. Detailed operating instructions are included in the complete documentation of the computer program.

The authors of this simulation are Ernest F. Cooke; Nancy E. Spicer; Edward M. Esber, Jr.; Victoria Matts; Richard N. Mendelson; Michael D. Warantz and Paul A. Williams.

INPUT, A FORTRAN PROGRAM FOR INTERPRETING INTOP DECISION CARDS

Professor E.F. Peter Newson
School of Business Administration,
University of Western Ontario,
London, Ontario, N6A 3K7.

RECOMMENDED FOR: International Operations Simulation (INTOP)

DOCUMENTATION:
1. Currently available
2. Student Materials: Small manual with sample input.
3. Teaching Notes: None required.
4. Special Materials: None required.
5. Time Guidelines: As required by the master INTOP schedule.
6. Computerized: Currently running on an IBM 1130 (8K). Running time approximately 30 seconds per company.
7. No practical limitations.

ABSTRACT

INPUT is designed to streamline the processing of decisions for Thorelli and Graves' International Operations Simulation (INTOP). INTOP, as originally conceived, requires the services of a keypunch operator to process decision forms submitted by the participant to the game administrator. The opportunity for error is considerable. Now, participants may keypunch their decisions directly and, with the help of INPUT, "verify" that the cards reflect their intentions. The game administrator, removed from keypunching responsibilities, has only to assemble the decision deck, adding "wonder" cards of his choice. The turnaround time is greatly reduced, as is the chance for error.

INPUT has limited diagnostic ability. Its purpose is to indicate to the participants the decisions implied by their cards. The program is not an input routine for direct entry into the INTOP simulation through tape or disk.

User documentation consists of a three-page description of the program for an IBM 1130 (8K) and a seventeen-page input example for the first three decision periods.

Listings available on request.

INTEGRATED SIMULATION (Second Edition)

Dr. W. Nye Smith
Professor of Management
Clarkson College
Potsdam, N.Y. 13676
(315) 268-6613

Published by:
South-Western Publishing Co.
5101 Madison Road
Cincinnati, Ohio 45227

RECOMMENDED FOR: Management, General Business, Business Policy

DOCUMENTATION:
1. Currently available from South-Western Publishing Co.
2. Student Materials: 56-page manual
3. Teaching Notes: Instructor's Manual available
4. Special Materials: Punched Computer Deck available
5. Time Guidelines: Variable, but a minimum of 15 hours is desirable
6. Computerized, with all results printed
7. Class Size Limitations: None, but 12 to 96 preferable
8. Special Features: Complete explanation of all relationships provided in student manual, with only 8 decisions per team to be punched before computer run. Table in Instructor's Manual allows variation of emphasis.

ABSTRACT

INTEGRATED SIMULATION is so named because it integrates all the disciplines of business management. Each team manages a company in competition with similar companies, making all eight major decisions each period to manufacture and distribute a product. Included are such strategic decisions as promotion level, quality, price, research and development, plant capacity, production rate, dividend rate, and financing. Results are computed competitively with resulting statements for each company. Competitive results are measured by stock market price per share for each company. Since all relationships are provided, teams compete in a realistic manner with an emphasis on long run strategy.

FROM THE INSTRUCTOR VIEWPOINT...

...it should be emphasized that a prime consideration in the design of INTEGRATED SIMULATION is its ease of use. The computer provides all statements and results; the program includes automatic constraint checks; the input data cards can be readied in advance so that only one card per team must be punched each quarter.

...the student manual is so complete and self-explanatory that the game can be played without previous lectures. It is recommended, however, that one or two class periods be devoted to questions, or to a trial run.

...the results of the competition are so clear that final critiques can be held with very little extra analysis.

FROM THE STUDENT VIEWPOINT...
...there is freedom to organize as they desire.

...small group dynamics experience is desirable preparation for future employment.

...INTEGRATED SIMULATION allows each student to contribute in areas of his expertise (Accounting, finance, marketing, etc.).

...the complete game, including stock market, is realistic and complicated enough to allow strategies to be tested.

...for such a complete game, the relationships have been simplified and explained so well that even students with only a little economics and accounting can comprehend and enjoy the simulation.

SPECIAL POINTS

This simulation has been used for eight years, by many professors and thousands of students, with an increase in popularity. Continual use has proven its value and flexibility, from junior college courses through graduate level and industrial conferences. The cost is minimal and the program adaptable to most computers with little cost or effort. All forms are provided and variables can be altered so students enjoy playing it over and over again.

INTERNATIONAL OPERATIONS SIMULATION (INTOP)

Hans B. Thorelli
Indiana University
Graduate School of Business
Marketing Department
Bloomington, Indiana 47401
(812) 337-8878

RECOMMENDED FOR: Business Policy, Marketing Management, International Business

AVAILABLE: Now

DOCUMENTATION:

Game materials:

Fortran IV tapes for IBM 360 or 370 OS, 9 track, 1600 bpi from stock. Tapes for CDC and Univac must be custom copied. Tape plus start-up supply of forms and a User's Package available at $180 (subject to change) from H. B. Thorelli.

Instructor needs copy of book:

H. B. Thorelli-R. L. Graves: International Operations Simulation--with Comments on Design and Use of Management Games. (Free Press-Macmillan, 1965), $15.

Students need copy of Thorelli-Graves-Howells: INTOP Player's Manual. (Free Press, 1964, currently in sixth reprint). $3.75.

A student INTOP Workbook available, if desired, from Division of Research, School of Business, Indiana University.

Detailed teaching notes in the book. Course schedules available on request.

ABSTRACT

INTOP is a richly modeled general management game with sufficient detail for use in any functional area. It places heavy emphasis on entrepreneurial as opposed to tactical decision-making. However, by limiting strategic options tactics can be brought to the fore. 3-20 teams. Complexity notwithstanding hundreds of parameters may be reset by a non-computer oriented instructor by use of a simple Wonder Card and a Dictionary. Inter-company transactions a cardinal feature.

Users around the world have submitted refinements, such as the sale of entire plants between companies, stock market simulation, data analysis program, the DuPont financial ratios system, etc. A number of these can be made available.

INTRODUCTION TO BUSINESS SIMULATION

J. Ronald Frazer
School of Management
Clarkson College
Potsdam, New York 13676
(315) 268-6456

Recommended for: Introduction to Business or other first course in Management

Available: NOW from Reston Publishing Company

1. Student Book
2. Instructor's Manual
3. Program Tapes BASIC Language

ABSTRACT

This book consists of 12 games, most of which are designed to be played from start to finish in one two-hour period. With many games suitable for playing more than once, there is ample material for one two-hour period a week for a full semester. Students are afforded a wide range of decision-making experience on many different problems playing on many different teams. A complete instructor's manual giving program listings, sample runs, timing suggestions and strategy discussions for each game is available along with program tapes. Class sizes up to 48 work well, with availability of team rooms the limiting factor.

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INTRODUCTION TO BUSINESS SIMULATION contains 12 games that are designed for beginning students, and it is anticipated that they will be used as part of a revamped Introduction to Business course. Ideally, adopters of the book will schedule one two-hour laboratory a week for the games. Each of the games is umpired on an interactive computer and nearly all can be played from start to finish in a two-hour period.

Students are grouped on different teams for each game, meaning that they get a maximum of different small-group decision making experiences. Freshman students who have played the games are very enthusiastic about them. A brief description of the games follows.

PRICE DETERMINATION - Version I. A simple introductory game with one decision--price. The game has no interaction between teams or between quarters, meaning that it is completely deterministic and serves only to illustrate the nature of gaming.

PRICE DETERMINATION - Version II. Adds an interaction between quarters of play to Version I, and illustrates that analysis of even a very simple situation can be fairly difficult.

PRICING STRATEGY. A different setting from the previous game with still just one decision variable, price, but with an interaction between teams as well as an interaction between quarters of play.

PRICE PRODUCTION STRATEGY. Adds a production decision to PRICING STRATEGY, meaning students must judge the tradeoffs between paying for inventory and losing sales through stocking out.

PRICE PRODUCTION MARKETING STRATEGY. Adds a marketing decision to PRICE PRODUCTION STRATEGY, showing how a major commitment to marketing expenditures may, under the right conditions, result in greatly increased long run profits.

TRACK - Version I. A fast moving game that students find particularly enjoyable. Effectively illustrates the concept of expected value and makes associating probability of success with payoff for success a realistic approach.

TRACK - Version II. A more involved version of TRACK that makes good decision making somewhat more difficult.

SOCKEY MANAGEMENT. A game set in the context of running a big league sports team in which the critical element in the decision making is a judgment about what the other teams are going to do.

BISTRO MANAGEMENT. A small-business management game with several essentially marketing-oriented decisions to be made each quarter.

MANUFACTURERS AND RETAILERS. A two-level negotiation game in which some teams are manufacturers and others retailers, with the important decision being the terms of sales negotiated between the competing teams.

PRODUCTION SCHEDULING. A machine scheduling problem in which each team endeavors to select the best sequence of jobs to maximize production.

BARTENDERS. A game emphasizing decision making under uncertainty while illustrating the use of marginal analysis in the decision making process.

INTRODUCTION TO MANAGERIAL ACCOUNTING: A BUSINESS GAME

Kenneth R. Goosen
Department of Accounting
College of Business Administration
University of Arkansas at Little Rock
Little Rock, Arkansas 72204
(501) 227-6602 Home
(501) 569-3352 Office

RECOMMENDED FOR: Managerial Accounting (graduate or undergraduate), Managerial Cost Accounting, Budgeting, Professional Development Program

DOCUMENTATION:
1. Available: From General Learning Press
2. Student Materials: Text: Introduction to Managerial Accounting-A Business Game
3. Teaching Notes: From Publisher: Instructor's Manual
   Computer Program Deck
   From Author: Supplement to Instructor's Manual
   Solution manual to problems
   Computer Program Deck for IBM 1130 Computer
4. Special Materials: None
5. Time Guidelines: Variable
6. Computerized: Written in FORTRAN IV: easily adapted to most computers
7. Class Size Limitations: None

ABSTRACT

Introduction to Managerial Accounting: A Business Game is a noninteractive business game designed for courses in managerial accounting. Decisions of student teams are processed through the computer; computer output consists of a balance sheet, income statement, cost of goods manufactured statement, and a summary of results. The major feature of this game is that it is the first game designed specifically for managerial accounting courses. Consequently, all important concepts and techniques taught in managerial accounting may be utilized as the game is played.

The following decisions may be made:

Marketing	Production	Financial
Price	Production Units	Credit
Advertising	Production equipment	Accts. payable payments
No. of salesmen	Factory workers	Notes payable payments
Salaries of salesmen	Labor wage rates	Bond retirement
Sales commission rate	Material (units)	Bank loan
	Material suppliers	Issue of securities
	Replacement of equip.	Dividend payments
	Second shift or overtime	Factoring of A/R
	Additional volume	Investment in stock

INVENTORY SIMULATION

Carl E. Ferguson, Jr., Ph.D.
The University of Alabama
Center for Business and Economic Research
Box AK
University, AL 35486
205-348-6191

RECOMMENDED FOR: Logistics, Management Science, Production Management

AVAILABLE: September 1974

1. User handout
2. Source program (FORTRAN)

ABSTRACT

INSIM is an inventory simulation which allows the user to manipulate all major inventory factors and evaluate their impact on total cost. The user sets the value for the following variables:

1. Number of periods to be simulated
2. Value of an inventory item
3. Beginning inventory level
4. Reorder cost
5. Receiving cost
6. Stockout cost
7. Annual interest rate
8. A history of demand quantities
9. A history of lead times

In a typical application, the user is given a demand and lead time history, and initial values for all variables except the reorder quantity and reorder point which must be determined through an active search (multiple runs). To facilitate the search, the software is designed to allow multiple simulations during one run. Future additions will include an optimization routine to locate optimal values for the reorder point and quantity to minimize total cost.

MANAGING A DYNAMIC SMALL BUSINESS (MADSBEE)

James E. Estes
College of Business Administration
University of South Carolina
Columbia, SC 29208
(803) 777-2945 or 777-8118

RECOMMENDED FOR: Introductory Accounting, Economics, Management courses; Introduction to Business; Small-Business Management; Production Management; Undergraduate and Graduate Policy; Executive Development.

AVAILABLE IMMEDIATELY:
1. Student manual
2. Administrator's manual
3. FORTRAN IV computer program: listing or cards (610 statements)

CLASS SIZE LIMITATIONS:

1.	Compile	Link	Go	150K
2.		Link	Go	52K

CPU time: About 4 seconds.

ABSTRACT

A small manufacturing company making one product from one type of raw material. Students make quarterly decisions on various factors that determine production, sales, and financial operations of their company in competition with companies managed by their classmates. Feedback of the results is through computer printout of standard accounting statements (manufacturing statement, income statement, balance sheet). Neither the students nor the administrator have to be familiar with manufacturing nor with the computer.

Basic simulation suitable for introductory courses. Introduction of appropriate variables by administrator makes it extremely effective for several advanced courses. Decisions made in "laboratory" class sessions or as homework.

CONCEPTS: microeconomics, accounting statements as "living documents", cash flow, break-even analysis, opportunity costs, marginal vs average costs, trend analysis, probability theory, management by objectives, balancing conflicting objectives, decision making under uncertainty, pricing strategy, and many others.

TECHNICAL REQUIREMENTS: Written for 370G and WATFIV compilers, occupies only 52K bytes of core (no overlays). Can run on virtually every major medium and large-scale system. Requires only 3 1/O devices: card reader, on-line printer, and peripheral punch. With minor changes will run under FORTRAN II.

VERY LOW COST: On a 370/168, three 14-company simulations can be processed in about 4 seconds CPU time (about 6¢ per company computing costs). Student manuals cost only $4.95, and only one manual is needed per team (for a 4-student team this would be about $1.24 for each student). The one-time cost to the University for the program card deck is only $25.

MARKETING INTERACTION: PRICE, PRODUCT, PROMOTION, AND CHANNEL DECISIONS IN A DYNAMIC ENVIRONMENT

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College of Business and Economics
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Newark, Delaware 19711
(302) 738-2555

Dr. Max E. Lupul
School of Business Administration
and Economics
California State University, Northridge
Northridge, California 91324
(213) 885-2458

RECOMMENDED FOR: Introductory Marketing, Marketing Management and Marketing Research

DOCUMENTATION:
1. Available: January 1, 1977.
2. Student Materials: MARKETING INTERACTION Manual
3. Teaching Notes: Instructor's Manual Available
4. Special Materials: None
5. Time Guidelines: Variable
6. Computer Language: Fortran
7. Class Size Limitations: None

ABSTRACT

MARKETING INTERACTION is a dynamic computer game which requires participants to make management decisions about various elements of the marketing mix. In the course of the game, participants bid for the services of one or more of the twelve market channels, set wholesale and retail prices, select advertising media, determine the size of their research and development budgets, and choose any of four types of marketing research available at varying levels of accuracy and cost.

Initially, all participants market the same product. After four periods of play, one or more new products may be awarded to each participant depending on the amount of research and development expenditures. These new products, in turn, require the formulation of new marketing strategies. Demand for each product depends on the product's life cycle stage as well as on the competitiveness of the marketing strategy. Results are reported after each game period. Participants receive income statements, information about competitors' prices, marketing research information requested and a report on sales, expenses, and profits for each product and for each channel. Administrator's reports show the relative effectiveness of each participant's marketing strategy.

Game performance depends on effective marketing strategy. To be successful, a game participant must be able to set objectives, develop a marketing plan, and establish a budget which must include advertising and research as well as marketing expenses, In addition, the successful player must be able to analyze competitors' strategy and policies and must be able to take advantage of opportunties to market new products as they are developed.

Marketing Strategy: A Marketing Decision Game Rev. Ed.

Edwin C. Hackleman
Department of Marketing
University of Connecticut
Storrs, Conn. 06268
203-261-2836

Louis E. Boone
Department of Marketing
The University of Tulsa
Tulsa, Oklahoma 74104
(918)-939-6351

RECOMMENDED FOR: Marketing, Principles, Marketing Management, Marketing-MBA, Product Management

AVAILABLE: Immediately from Charles E. Merrill Publishing Company

1. Student Player's Manual
2. Instructor's Manual
3. Source Program Card Deck or { FORTRAN
4. Source Program Mini-tape { 2246 lines

ABSTRACT

Marketing Strategy has been designed for use in marketing courses to provide students with experiences or decision makers in the environment of an oligopolistic automobile industry. No prior computer experience or competence is needed for either the instructor or the student. The simulation is competitive -interactive with results of one company largely influenced by other company decisions as well. The supplied computer program automatically generates company sales, market research data, and financial statements for each company.

In its revised edition Marketing Strategy permits two levels of difficulty to continually challenge the student as his decision making skills sharpen. A regular and advanced form of the game permit three modes of operation and use:

1. Regular version throughout the period of play.
2. Beginning with the regular version and transferring midway to the advanced.
3. Advanced version throughout the period of play.

In the advanced version students are required to allocate their marketing resources by regional sales territories in accordance with market research information which can be obtained for each territory. Both economic and competitive information must be examined carefully to maximize the effectiveness of each quarterly strategy.

The following marketing principle and decision areas are closely related to the operation of Marketing Strategy:

1. Product planning and evaluation
2. Market segmentation analysis
3. Interactive Marketing Mix variables.
4. Non-linear sales response functions.
5. Decision making under uncertainty.
6. The Market audit.
7. Resource allocation.
8. Information processing.
9. Sales forecasting.
10. Production and Inventory control.

MIDWEST INSTITUTE OF TECHNOLOGY
(an introduction to resource allocation and budgetary planning)

Robert J. Lord
School of Business Administration
University of Western Ontario
London, Ontario, Canada
(519) 679-3224

RECOMMENDED FOR: Management Accounting, Management of Non-Profit, General Management

AVAILABLE: currently

1. Student handout
2. Teaching notes
3. BASIC Computer Program 5000 words (currently available for Hewlett Packard 2000 A and most larger BASIC systems)

ABSTRACT

The Midwest Institute of Technology has several objectives: 1) to introduce the different problems associated with financial planning and budgeting, particularly when needs exceed resources; 2) to reinforce a students' understanding of cost behavior models; 3) to cause the student to carefully consider the behavioral and organizational impact of any "cost cutting" he may propose; and finally, 4) to introduce issues involved in the administration of non-profit institutions.

This game has been used successfully in both training programs for educational administrators and in M.B.A. classes. The computer model provides a deterministic statement of financial operating results reflecting the hiring, environment, research, teaching level and renumerative policies selected by the students. The challenge provided is to attempt to maintain the quality of the Midwest educational program while creating a set of operating policies which are economically viable.

The Midwest model explicitly relates to the following issues:

1. long range planning
2. budgeting
3. cost behavior and control
4. the organizational impact of cost control

OPERATION ENCOUNTER
MARKETING DECISION MAKING IN A CHANGING ENVIRONMENT

Ben F. Doddridge (Memphis State University)
J. Rodney Howard (University of Tennessee)
Goodyear Publishing Co., Inc., 1975

This marketing simulation is being successfully used at the principles, as well as advanced classes, at both the undergraduate and graduate levels. It is a computerized game which brings the uncertain environment of a business firm into the classroom by simulating the music recording industry. The students are introduced to the game via intra-company memos and letters, and are supplied with forms for making decisions, requesting research, etc. Three-to-five member teams (firms) deploy every element of the marketing mix to complete within their industry (three to five companies) for available sales during a 1 to 5 year period in the submarkets of Classical, Easy Listening, Country & Western, and Rock record albums. The firms will determine everything to do with the marketing of four musical artists. This will include pricing, promotion, selection of artist types, inventory control, purchase of research information, (11 items available, some with varying degrees of accuracy), as well as several other decision areas.

OPERATION ENCOUNTER features a unique MANAGEMENT BONUS PLAN which reflects not only the profitability of individual firms but their forecasting and planning abilities. Close-of-game bonus checks--issued by the computer--are a graphic way of showing the extent to which each team has realized its objectives. Each decision represents a business quarter and the teams receive complete computer printout of the sales for the industry, income statements, balance sheets, management bonus plan status, requested research data, as well as the MUSIC WORLD BILLBOARD, (a short newspaper format computer printout which may be used by the professor to provide information to the students). The professor receives a complete summary of the operations for each industry which includes a separate profit and loss statement for each artist for every company. In addition the professor will receive a detailed listing of all available research information and computer graphs showing the teams' progress and current competitive standing.

Compatible with any hardware system supporting a Fortran compiler. OPERATION ENCOUNTER comes with the following:

Student Manual

Chapter I "Introduction" Business simulations *
Operation Encounter simulation

Chapter II "Environment" Memo from President * Letter from Talent Consultants, Inc. * Letter from Market Research Corp. * Letter from Diversified Promotional Action * Memo from Vice-President, Production * Memo from Vice-President, Finance

Chapter III "Administration"

Chapter IV "Forms"

92 pages Paper 1975

Administrator's Manual

The directions for implementing the OPERATION ENCOUNTER program are so detailed the professor may delegate the actual administration to a student grader with only a limited background with computers. The manual accompanies the computer deck.

55 Pages Paper 1975

Instructor's Manual

Encluded is a thorough overview of the simulation and environment in which it functions, including sample feedback and examinations. Class and grading procedures are alsc suggested.

88 Pages Paper 1975

Video Tape

An actual classroom, sixty minute, introductory lecture discussing the simulation and expanding on the student's manual with response to common questions posed by students is available. For information concerning this tape contact the senior author.

PERSONNEL ADMINISTRATION: AN EXPERIENTIAL/SKILL BUILDING APPROACH

Dr. Richard W. Beatty
Graduate School of Business Administration
University of Colorado
Boulder, Colorado 80309
(303) 492-8370

Dr. Craig Eric Schneier
College of Business and Management
University of Maryland
College Park, Maryland 20742
(301) 454-4721

Publisher : Addison-Wesley Pub. Co., Inc., Reading, Mass. 01867

Recommended for: Personnel Administration, Human Resource Management, Human Relations, Industrial/Organizational Psychology, Management, and General Business Classes (graduate and undergraduate).

Documentation :

1. Currently available from authors; Addison-Wesley Publication Date - Feb., 1977.
2. Complete text and 19 exercises, including all necessary materials, in one volume.
3. Detailed Implementor's Manual Available.
4. No special materials required.
5. Time required varies by exercise.
6. Not computerized.
7. No class size limitations.

ABSTRACT

The book contains 19 experiential exercises designed to simulate the operation of a personnel/human resource department in an organization. The exercises build participant's skill in the major content areas of personnel (e.g., selection, training, etc.) by allowing them to design actual personnel programs and deal with problems of implementation and evaluation. All exercises are self-contained, independent units. Each consists of modules of increasing complexity which fit into fifty minute class periods. Role-plays, simulations, in-baskets, self-administered quizzes, case studies, cost-benefit analyses, problems, group discussion issues, and other techniques are used.

Each exercise contains a thorough textual introduction and overview of the relevant conceptual material, terminology, and current organizational practices regarding the topic, a

bibliography, very detailed procedural guidelines, time requirements, learning objectives, an assessment of learning activity, and all necessary materials and forms. An introduction to the entire set of exercises and to each of the major sections is included, along with a conceptual framework or integrative model of the entire personnel function. All of the exercises have been classroom tested in a variety of university and professional training programs. The text is paperbound with perforated pages. An Implementor's Manual contains, for each exercise, a synopsis of the exercise introductions, detailed procedural guidelines, pre- and post-exercise discussion topics, lists of relevant terms, solutions to forms and other assignments, implementation strategies and options, and premeeting assignments. The Manual Introduction contains essay questions, term projects, sample course outlines, and discussions of the pedagogical techniques, the use of small groups, and other topics.

CONTENTS

1. Hiring a Personnel Administrator: An Exploration of Job Duties and Roles
2. Human Resource Planning and Forecasting
3. Analyzing Jobs and Writing Job Descriptions
4. Appraising Job Performance: General Methods
5. Designing Behaviorally-Anchored Rating Scales
6. Designing and Implementing a Management by Objectives Program
7. Biographical Data as a Predictor of Job Success
8. Interviewing and Selection
9. Work Sampling and Simulation as Predictors of Job Success
10. Testing Personnel and Validating Selection Techniques
11. Assessing Training and Development Programs
12. Designing and Implementing Training and Development Programs
13. Evaluating the Effectiveness of Training and Development Programs
14. Job Satisfaction: Its Meaning and Measurement
15. Designing and Implementing Job Enrichment Programs
16. Improving Performance through Positive Reinforcement
17. Job Evaluating and Wage and Salary Administration
18. Issues in Equal Employment Opportunity and Affirmative Action
19. The Impact of Unions on Personnel Administration Constraints and Contingencies

RAISE II, A PERSONNEL SIMULATION

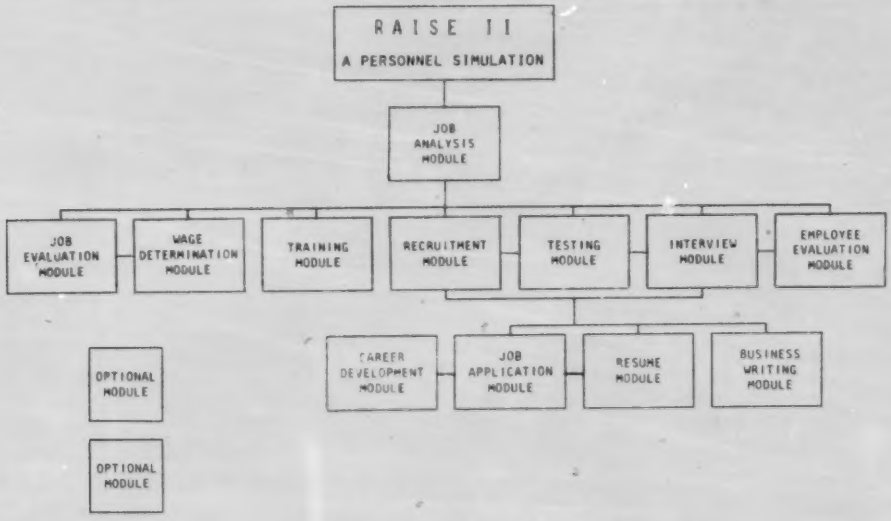
Dr. James W. Schreier
Lakeshore Group, Ltd.
207 E. Buffalo Street
Suite 508
Milwaukee, WI 53202
(414) 272-5420

RECOMMENDED FOR: Personnel, Management, Small Business, and General Business Classes

DOCUMENTATION:
1. Available: Currently available.
2. Student Materials: RAISE II Manual (Student or Conference Edition)
3. Teaching Notes: Instructor's Manual Available.
4. Special Materials: Recording tapes may be needed.
5. Time Guidelines: Variable
6. Non Computerized
7. Class Size Limitations: None

ABSTRACT

RAISE II combines the fundamental theory of personnel skills with practical experience. Participants can be directed to conduct a variety of personnel tasks, including job analysis, testing, recruitment, interviewing, selection, wage determination, training, and employee evaluation. In management training programs, it can be used as a real time, learning simulation which allows managers and small business owners to develop a workable personnel function. RAISE II also provides the participant with experience in the job application process. This realistic experience, which includes preparing for and participating in job interviews, gives the participant confidence in his or her own efforts to secure a satisfying career position.



RAISE II, A PERSONNEL SIMULATION is a simulation which allows the participants to practically apply classroom and textbook material on management and personnel administration to a unified, realistic situation. Constructed in modular form within the overall framework of a Personnel Consulting Firm, RAISE II allows the instructor or training director to select the most relevant modules and use them in a variety of classroom situations and organizational training programs.

AS A CLASSROOM PROJECT...

RAISE II gives the participants the framework to actually work out major aspects of a personnel program. Participants have the opportunity to analyze an actual job, prepare a recruitment campaign, conduct interviews, determine training, testing, and wage specifications for the job. In addition, participants can prepare employee evaluation materials, consider and recommend job evaluation techniques and other important personnel aspects of the job.

AS AN ORGANIZATIONAL TRAINING PROGRAM...

RAISE II provides a real-time, learning simulation which allows managers, supervisors, and small business owners to develop a workable personnel function. It provides a training program in personnel management which benefits both the participants and the organization. Its unique construction allows it to be used with special benefits in company training programs.

OPTIONAL MODULES

OSHA MODULE

The OSHA Module allows participants to familiarize themselves with the principles of occupational health and safety. In addition to the summary and bibliography, the module contains a Health and Safety Policy, a health and safety questionnaire, a self-inspection guide and report, and samples of government reporting forms.

EQUAL EMPLOYMENT MODULE

This module adds a current emphasis to RAISE II by focusing on one of the most important aspects of modern personnel management. The Equal Employment Module includes the summary and bibliography PLUS a sample Equal Employment Policy, a summary of legislation, selection guidelines, and a sample government form.

CONFERENCE LEADERSHIP MODULE

This module provides an overriding structure for the simulation of a personnel consulting firm. Participants prepare and present a staff conference on some topic relevant to the project. In addition to the summary and bibliography, the module contains a Meeting Objective Guideline and a Meeting Checklist.

Recruitment
Analysis
Interviewing
Selection
Employee **E**valuation
II

Modules adaptable to specific classroom goals.

No class size or time limitation.

Flexibility for application in beginning and advanced classes, and repeat use.

SIM ECO SOC (Simulated Economic Societies) with Business Modules: A Simulation for Business Ethics and Morality

John F. Logan, C.P.A.
Associate Professor of Accounting
Thiel College
Greenville, Pennsylvania 16125
(412)-588-7700

Robert E. Hauser, Ph.D.
Assistant Professor of History
The Pennsylvania State University
McKeesport Campus
McKeesport, Pennsylvania 15132
(412)-678-9501

RECOMMENDED FOR: SIM ECO SOC is applicable to most courses in the business curriculum.

DOCUMENTATION:

1. Available: Unpublished at this time; available through Logan and Hauser as consultants.
2. Student Materials: SIM ECO SOC Participant's Manual
3. Teaching Notes: Teacher's Manual is not yet available
4. Special Materials: SIM ECO SOC Forms, Puzzles, and Equipment.
5. Time Guidelines: 80-90 hours over 2 to 4 weeks if all three economies (mixed, collective, and free market) are used. If only the mixed market is used, 30 to 35 hours over 2 to 3 weeks are needed. Blocks of time of 3 hours or more are necessary.
6. Non-computerized.
7. Class Size Limitations: The minimum number of participants is 40-45; the maximum is 85-90.

ABSTRACT

SIM ECO SOC, Simulated Economic Societies, is a non-computerized simulation which replicates a mass, modern, industrialized society existing, sequentially, under three economic systems -- mixed, collective, and free market. Included in the game are big and small businesses (dealing with basic goods, consumer goods, transportation, etc.), advertising agencies, insurance agencies, farms, a labor union, a government, two political parties, law enforcement officers, a charity organization, a hospital and the mass media. Also part of the game's design are modern societal problems, such as drug abuse, crime, inflation, poverty, malnutrition, lack of health care, and social protest movements. SIM ECO SOC requires 40 to 90 participants and 80 to 90 hours of playing time over a 2- to 4- week period. A shortened version of the simulation, in which only the mixed market economy is used, requires about 35 hours of time over a 2-week period.

Although SIM ECO SOC was designed for social science courses to study the complexities of modern society, its flexible and dynamic format allows additions and modifications (developed jointly by John F. Logan and Robert Hauser), making it especially useful in business courses. Modules are available to add the focus of many of the typical business disciplines to SIM ECO SOC. Two significant benefits are thereby presented to the student: (a) the opportunity to exercise one or more of the business skills learned in the classroom, and (b) the developmental experience of living through the social consequences and ethical implications of business decisions. It is the latter area that is of the greater benefit to the student's developing sense of business ethics and morality; the former feature makes firm the application of textbook statements of business principles.

SIMULATION/GAMES PUBLISHED BY DIDACTIC SYSTEMS, INC.

For further information write or call: Didactic Systems, Inc., Box 457, Cranford, New Jersey 07016, (201) 789-2194

Didactic Systems is one of the country's leading producers of non-computerized programmed simulations. The following represents thumbnail sketches of its current simulations. All simulations are available in business or industrial editions, as well as less expensive University Editions for use by students.

In each simulation, participants, in groups of four or five people, form teams and compete with each other and with other teams to achieve best performance. Several specific problems are presented for disposition. Each participant decides on a point of view and then the group works to achieve a consensus.

Feedback is based partially on solutions and explanations provided by the simulation and, in part, on the combined judgements of group members.

APPRAISAL BY OBJECTIVES (Coaching and Appraising): To provide practice in evaluating subordinates and coaching them in appraisal interviews toward improved performance.

ASSIGNING WORK: To provide foremen and supervisors with an opportunity to exchange ideas on principles and approaches for assigning work, which can help them improve the operations of their departments.

COMMUNICATING FOR RESULTS: This simulation is in two parts. Both provide an opportunity to first and second line supervisors to practice their communications skills.

COMMUNICATIONS: PROBLEMS AND OPPORTUNITIES: To help managers improve their skills as effective communicators.

CONSTRUCTIVE DISCIPLINE: To provide practice in handling situations which have an influence on morale and discipline.

DECISION GUIDES by Harvey Lieberman: This simulation is intended to help managers clarify philosophies of leadership and management.

EFFECTIVE DELEGATION: To provide managers, management trainees and upper level supervisors with an opportunity to exchange ideas on various delegation styles and limits of optimum delegation.

EFFECTIVE SUPERVISION: This exercise is designed to help supervisors, foremen, and managers improve specific management skills.

EFFECTIVE SUPERVISION IN GOVERNMENT by Harvey Lieberman: This exercise is designed to provide Federal, State, County and Municipal supervisors and managers with an opportunity to exchange ideas on effective supervisory practices.

EXECUTIVE SECRETARY - FUNCTIONS AND RESPONSIBILITIES by Charles E. Kozoll, Associate Dean, University of Georgia: To help executive secretaries gain clearer perspectives on their dual roles as assistants and as managers, and to provide a framework for exploration of common difficult decisions.

FINANCIAL ANALYSIS by Erwin Rausch: To help non-financial managers improve their skills in working with financial data so they will have more information available to them when making decisions in budgeting, pricing, planning, or reporting.

GRIEVANCE HANDLING (Industrial): To provide an opportunity for supervisors and foremen to practice handling of grievances.

GRIEVANCE HANDLING (Non-Industrial): To provide an opportunity for office managers in business, government, and institutional organizations to develop more thorough approaches to human relations in their departments so that complaints and grievances cannot flourish.

HANDLING CONFLICT IN MANAGEMENT: CONFLICT AMONG PEERS (Game I) by Erwin Rausch and Wallace Wohlking: To provide an opportunity for managers and managerial trainees to improve their conflict-resolution skills. Participants are encouraged to discuss the defensive and other emotional reactions that arise - how to recognize them, how to deal with them, and how to turn them toward constructive problem solving.

HANDLING CONFLICT IN MANAGEMENT: SUPERIOR/SUBORDINATE-GROUP CONFLICT (Game II) by Erwin Rausch and Wallace Wohlking: See basic details in Handling Conflict in Management (Game I). Decisions involve countering hostile reactions, dealing with dissension, planning strategies, dealing with a polarized group, resolving an impasse, and selecting a leadership pattern.

HANDLING CONFLICT IN MANAGEMENT: SUPERIOR/SUBORDINATE CONFLICT (Game III) by Erwin Rausch and Wallace Wohlking: See basic details in Handling Conflict in Management (Game I). Decisions involve taking the first steps, achieving an early confrontation, analyzing a subordinate's reaction, dealing with defensiveness, dealing with evasiveness, dealing with withdrawal and preparing for disciplinary action, and dealing with a hostile response.

THE INSTRUCTOR AS MANAGER OF LEARNING EXPERIENCES: This simulation provides training professionals and instructors with the opportunity to examine methods and approaches in class instruction.

JOB ENRICHMENT - REDESIGNING JOBS FOR MOTIVATION: Provides an opportunity to exchange ideas on approaches to job enrichment.

LEADING GROUPS TO BETTER DECISIONS by Erwin Rausch and George Rausch. Designed to help managers and executives improve their skills as effective conference leaders in problem-solving and decision-making situations, regardless of their relative position of authority to the other members of the problem-solving group.

LONG RANGE PLANNING: Provides an opportunity for managers and executives to improve their skills in long-range planning.

LOOKING GOOD IS FEELING GOOD Fashion Consultant, Trude See: It provides working women with practice in choosing clothing and accessories that suit them best.

MANAGEMENT BY OBJECTIVES: To provide an opportunity for managers to explore various approaches leading to a comprehensive Management by Objectives program.

MANAGEMENT FOR SUPERVISORS: To help supervisors and foremen improve management skills. Decisions involve defining objectives, setting priorities, preparing specific goals, delegating, communications with superiors and subordinates, assigning jobs, dealing with subordinates who usurp privileges, and leadership style.

MANAGEMENT IN GOVERNMENT: This exercise is a composite, drawing situations from several other simulation/games. Decisions include: leadership style, delegating style, what to delegate to whom, giving assignments effectively, selecting job changes that motivate people, and dealing with obstacles to effective implementation.

MANAGING AND ALLOCATING TIME (Industrial) by Harvey Lieberman and Erwin Rausch: To help foremen and industrial middle managers improve their skills at managing and using their time more effectively.

MANAGING AND ALLOCATING TIME (Non-Industrial) by Harvey Lieberman and Erwin Rausch: To help first-line supervisors and middle managers improve their skills at managing and using their time more effectively.

MANAGING IN A FOREIGN CULTURE: Feedback or scores are not given in the participant booklet; this information is provided in the Meeting Leader's Guide. This exercise is intended to help sensitize managers to the cultural differences prior to assuming positions in a foreign country.

MANAGING THE ENGINEERING FUNCTION: To provide an opportunity for practice in decisions concerning organization of an engineering department, motivating engineers, and setting goals.

MANAGING THE MANUFACTURING AND INDUSTRIAL ENGINEERING FUNCTIONS: To provide a framework for practice in decision making for executives involved in the management of the manufacturing, engineering, and industrial engineering functions.

MANAGING THE QUALITY CONTROL FUNCTION: To provide practice in decision making, for Quality Control Managers and others having responsibility for the quality control function.

MANAGING THROUGH FACE-TO-FACE COMMUNICATION: This exercise is very similar to Communicating for Results. Also in two parts, it requires identical decisions. Its wording and examples, however, are appropriate for higher-level players.

MARKET PLANNING: To provide practice in preparation of a market plan with emphasis on needs of the various market segments.

MARKET STRATEGY: To help managers with sales and marketing responsibilities explore various approaches to more effective market strategy planning.

OFFICE MANAGEMENT: This exercise is a government version of Management for Supervisors. It has been adapted to the environment, language, and problems of the Civil Service Commission, but deals essentially with the same topics.

OPTIMUM DELEGATION: To provide upper middle managers with an opportunity to exchange ideas on delegation styles and limits to optimum delegation.

PHYSICAL DISTRIBUTION MANAGEMENT: To help managers in charge of physical distribution functions explore various aspects of their responsibilities.

PLANNED MAINTENANCE: To provide practice in problem solving and help improve management skills for maintenance managers and others having responsibilities over maintenance functions.

PLANNING FOR GROWTH: To provide an opportunity for managers and executives to improve skills in selecting and evaluating new products or services.

PRINCIPLES OF EFFECTIVE SALESMANSHIP by J. S. Schiff, and Erwin and George Rausch: To help salesmen improve their selling effectiveness by providing an opportunity to exchange ideas and approaches on recognizing specific customer needs and on developing presentations which show how their products or services can best meet those needs.

PROCUREMENT MANAGEMENT: To help participants exchange ideas on the various steps in the procurement cycle, and on the responsibilities of the Buyer in that cycle.

PRODUCTIVITY - IMPROVING PERFORMANCE: To provide an opportunity for participants to exchange ideas on how productivity can be increased with the concepts and techniques discussed in the exercise.

RECRUITING EFFECTIVE INSURANCE AGENTS: To help agency managers and assistant agency managers improve their recruiting effectiveness by providing an opportunity to exchange ideas on recognizing specific recruiting needs and building strategies which would be most effective in satisfying those needs.

SALES PROMOTION: This simulation/game is designed to highlight some of the central opportunities in sales promotion.

SALES STRATEGY: To help salesmen and new sales managers review and improve their skills as professional salesmen.

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SELECTING EFFECTIVE PEOPLE: To provide an opportunity for practice in various selection and interviewing techniques and to encourage the preparation of a procedure for use in future hiring.

TIME MANAGEMENT by Kenneth R. Finn: This simulation dramatizes time management decisions. It is designed to improve ability to manage time effectively, encourage development of techniques and devices for minimizing the effect of "time wasters," and provide practice in self-discipline for dealing with time waste.

TRANSACTIONAL ANALYSIS - IMPROVING COMMUNICATIONS by Thomas C. Clary, Harvey Lieberman and Erwin Rausch: To provide managers with an opportunity to explore how greater knowledge and perception of transactional analysis concepts can help them improve their communications skills.

WOMEN IN MANAGEMENT by Harvey Lieberman: To provide female and male supervisors, managers, and potential supervisors/managers with an opportunity to examine, with each other, a variety of issues related to the female manager in an organization.

SUPPLY SIMULATION

William N. Littlefield
Social Science Department
Long Beach City College
Long Beach, CA 90808
(213) 420-4351

RECOMMENDED FOR: Introductory or Intermediate Micro Economic Theory, Managerial Economics

DOCUMENTATION:
1. Available: Currently available
2. Student Materials: Problem set in three parts
3. Teaching Notes: Instructor's notes with canned answers for Parts I and II
4. Special Materials: Poker chips or similar, and play money
5. Time Guidelines: Four class periods minimum
6. Non Computerized
7. Class Size Limitations: None, but more than thirty would probably increase the minimum time in #5 by one to two class periods

ABSTRACT

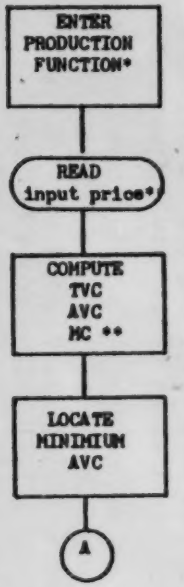
A three-part simulation designed to provide students with (1) experience in applying profit-maximizing rules under conditions of certainty and uncertainty while (2) integrating, within the context of a unified example, all of the concepts developed in the supply section of micro economic theory. Each student assumes the role of a decision-maker in a single product, perfectly competitive firm. As the student proceeds through the simulation, he is required to modify and test new decision rules as the number of decision variables increases and/or the amount of information decreases.

Initially, each student must choose a production function and either foreign or domestic raw materials. Part I (two class hours) uses traditional profit maximizing conditions within an environment of certainty. Part II (one class hour) requires production decisions using expected product prices which permits (1) a time separation between application of the rules for hiring input and those for selling output, and (2) the introduction of inventories as either a stabilizing or speculative force depending upon the strategy developed by the student. At the end of Part II, the firm's labor contract expires and the student must negotiate a new contract (outside class) before Part III (one class hour). The combination of new wage rates and the imposition of import quotas leave firms with different costs which ultimately influence future profitability.

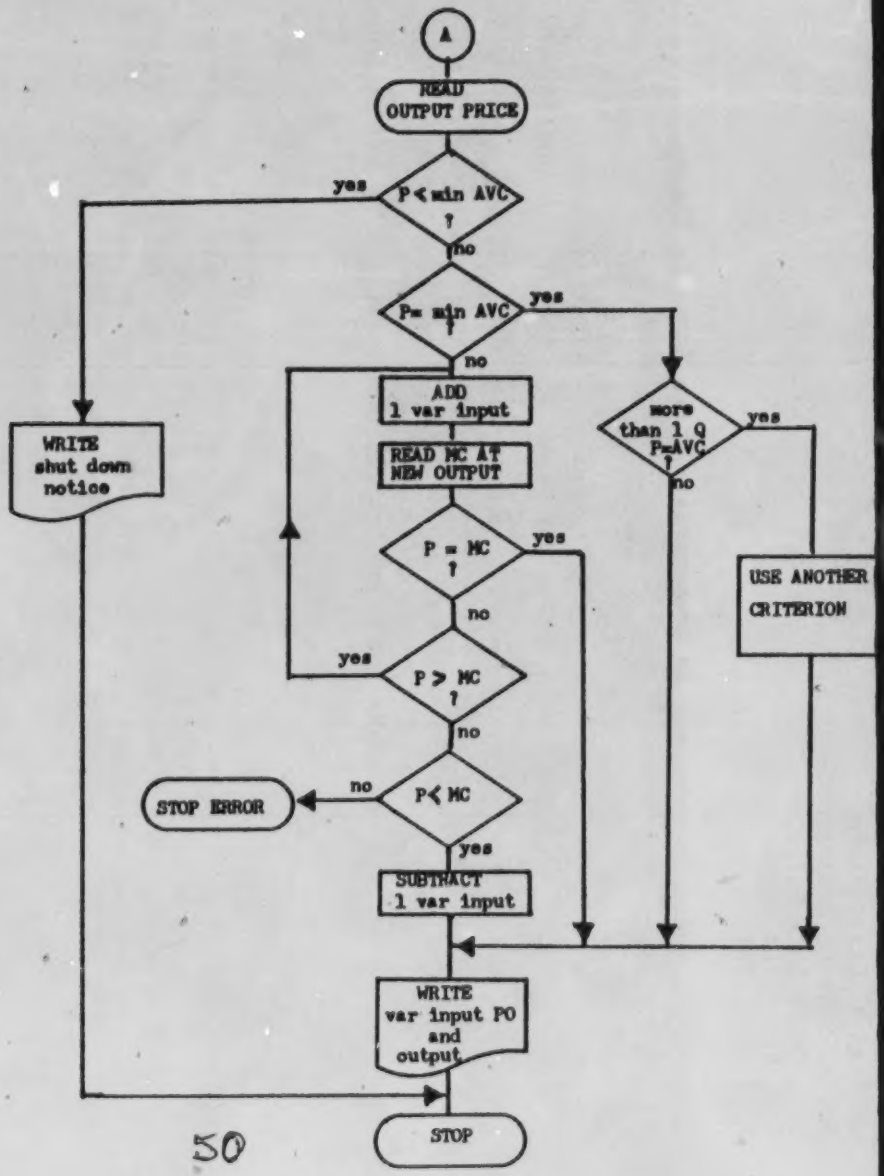
While there are no immediate plans to expand the simulation, some possibilities include increased concentration as a result of merger or attrition, emergence of industry-wide collective bargaining and the development of a raw materials inventory strategy. Further, it could be adapted for use with interactive data terminals where available. (Actual use has been limited to classroom use without computational support and requires no more than elementary algebra.)

The simulation permits the student to evaluate the perfectly competitive model and the relevancy of traditional economic decision rules. Further, it requires the student to distinguish between economic and accounting profit in order to employ his resources effectively. In addition, the student has the opportunity to expand through employing either borrowed funds or reinvested earnings.

SUPPLY SIMULATION
FLOW CHART



Tables provided in student materials
Unnecessary until Part III



TEMPOMATIC IV: A MANAGEMENT SIMULATION

Charles R. Scott, Jr.
University of Alabama
P. O. Box J
University, AL 35486
(205)348-6085

Alonzo J. Strickland,III
University of Alabama
P. O. Box 4555
University, AL 35486
(205)348-5772

RECOMMENDED FOR: Business Policy - graduate and undergraduate, executive development

DOCUMENTATION:

1. Available: from Houghton Mifflin Co., 1 Beacon St., Boston, MA 02107
2. Student materials: student manual
3. Teaching notes: instructor's manual
4. A computer program deck (about 2300 cards), test deck and computer center manual are supplied by publisher
5. Normally, we require one set of decisions per week for 12 weeks
6. Fortran language and has been run on UNIVAC, IBM, XEROX, CDC and Burroughs machines.
7. Class size not limited by game

ABSTRACT

Tempomatic IV has been designed as a tool for the integration of management of major functional areas of business. Varying combinations of decisions by participants, with inputs by the administrator, provide unique experiences each term. For each decision period, participants in each company make decisions on product price, type and amount of product promotion, material purchases, labor force, production, distribution and finances. Periodically, decisions on plant expansion or contraction and long term financing are necessary. Negotiations on wages and loans offer opportunities for role playing. Operating information for each period for managers includes balance sheet, income, cash flow, production and warehouse statements and requested market information. Participants can be students and/or managers.

Tempomatic IV is primarily a tool for teaching decision-making with compact frequency, is self regulating within the desires of the administrator, has been tested extensively and is in its fourth generation of growth. It is simple to understand while providing complex learning information for participants and productive teaching information for administrator. It emphasizes the application of management processes to business situations.

Paperback book of 77 pages for the student provides the history and status of companies in an industry, information for decision-making mechanics for processing of decisions and forms for processing decisions.

An instructor's manual of 63 pages includes instructions for processing decisions made by students, suggested course outlines, discussion questions and examination questions, and answers to typical questions students may ask. The program adjusts for errors by students and prints out statements, financial ratios, grades for teams and requested market information. The instructor needs no knowledge of computers to run the simulation.

WARM-UP COMPANY

Cedric V. Fricke
Univ. of Michigan-Dearborn
4901 Evergreen
Dearborn, MI 48128
(313) 271-2300

RECOMMENDED FOR: Business Policy, Tactical Business Planning and Strategic Planning

DOCUMENTATION:

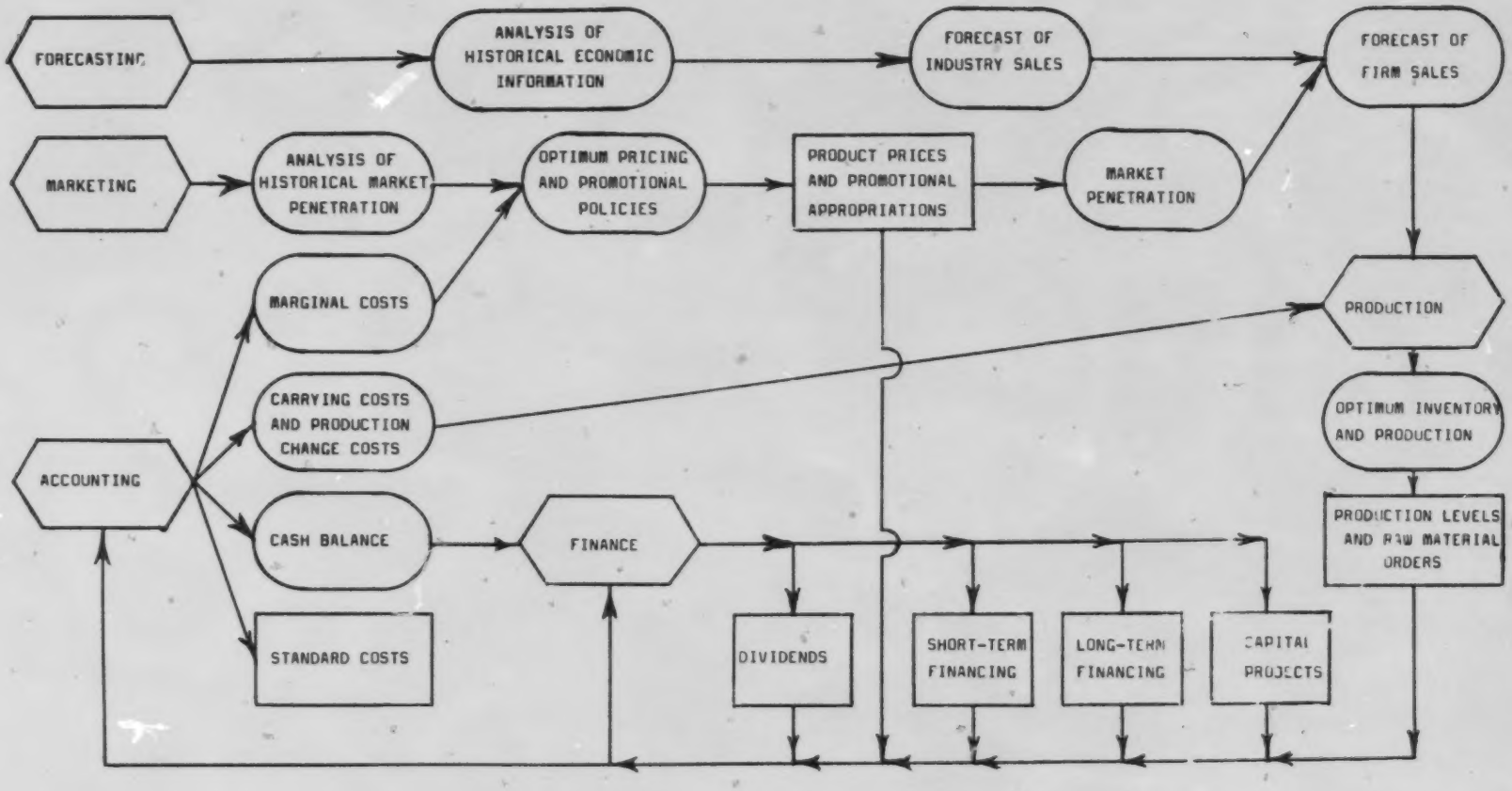
1. Available: Currently available, expounded version expected summer, 1977.
2. Student Materials: Student manual giving background available.
3. Teaching Notes: Not available at this time.
4. Special Materials: Computer needed.
5. Time Guidelines: Requires 2 to 4 weeks for first decision, 3 decisions per week after that. (Usually 21 to 24 decisions in all.
6. Computer Language: Fortran IV deck available.
7. Class Size Limitations: None.

ABSTRACT

The Warm-Up Company demonstrates the interaction between the different functional areas of a business organization in making short-run decisions. Six functional areas of responsibility are involved. Organization principles include information development and flow and assignment of responsibilities. Forecasting sales includes time-series analysis, seasonal adjustments and exponential smoothing. Marketing develops pricing and promotional policy and includes multiple regression and marginal analysis. Accounting includes auditing and cost analysis. Production provides inventory policy, ordering policy and output levels utilizing linear programming. Finance includes cash budgeting, short-term seasonal borrowing, long-term financing and capital budgeting.

DIAGRAM I

WARM-UP COMPANY INFORMATION FLOWS



BEHAVIOR AND ORGANIZATION

Dr. James W. Schreier
Management Department
Marquette University
College of Business Administration
Milwaukee, Wisconsin 53233

Texts: Hall, Douglas T., Bowen, Donald D., Lewicki, Roy J., and Hall, Francine S. EXPERIENCES IN MANAGEMENT AND ORGANIZATIONAL BEHAVIOR (St. Clair Press, 1976)

Fulmer, Robert M. THE NEW MANAGEMENT (Macmillan, 1974)

Additional Resources: Pfeiffer, J. William and Jones, John E. REFERENCE GUIDES AND ANNUAL HANDBOOKS FOR GROUP FACILITATORS LaJolla, California: University Associates.

COURSE: Behavior and Organization will focus on the basic elements of organization theory, management practice, and current topics in the field of management such as Transactional Analysis, changing attitudes toward work and business, and special management problems.

APPROACH: Class time will be geared to active experimentation and analysis of management principles within a framework of real and simulated business incidents. Resource materials, primarily the text, readings, and mini-lectures provided by the instructor, will be used to complement the class exercises. Simulation, role-playing, and group techniques will be the major teaching techniques used.

EXERCISES: In many classes, an exercise will be conducted to demonstrate the management principles being studied and to give the class participants an opportunity to experience the problems and materials being studied. Everyone is expected to prepare and participate in these exercises as they are assigned. Participation in class exercises will represent a major portion of the final grade for the class.

EXAMINATIONS: There will be two examinations in the course. Each will be a completely objective, multiple-choice, true-false, exam. The material covered in each exam will be limited to textbook (Fulmer) materials plus any lecture material which supplements the text.

LEARNING REPORT: Your preparation and participation in the exercises will be the indication of your learning in the course. To evaluate this progress, you are asked to start, maintain, and turn in during the final week of class - a "learning report". This report is your own evaluation of what you are learning and have learned in the course. It can take different forms, according to a method which you choose. It might be a diary which you keep after each class period, recording your reactions to the exercises, possibly using the evaluation data provided in your book at the end of each exercise. It might be a final report where you examine each major management principle covered during the course and record your impression of the concept's relevance, importance, etc. While it can be submitted as a formal paper, this is not required. The report will be considered as part of your final grade.

BUSINESS LOGISTICS

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Resources: BUSINESS LOGISTICS MANAGEMENT (Prentice Hall) Author: Ronald Ballou; CASE PROBLEMS IN BUSINESS LOGISTICS (Ronald Press) Author: Heskett, Schneider, Ivie, and Glaskowsky; COMPUTER AUGMENTED CASES IN OPERATIONS AND LOGISTICS MANAGEMENT (South-Western Publishing) Authors: Berry and Whybark; LOGSIMX (Indiana University--Graduate School of Business) Authors: DeHayes and Suelflow

Course: Business Logistics is a senior/MBA level course concerning the operational analysis of the logistics system, including location analysis, inventory control and transportation. The course utilizes concepts and techniques from economics and operations research to analyze logistic systems.

Approach: The first half of the semester is spent in the acquisition of a good working knowledge of the components of the logistics system: warehousing, materials handling, customer service, transportation modes, and transportation rates. Cases are assigned weekly or bi-weekly, but the majority of these do not involve any sophisticated analysis techniques. The second half of the semester is spent looking in depth at the use of quantitative approaches in areas such as inventory control, routing, and location analysis. When covering inventory control, for example, the students will play an interactive inventory control game (based on J. Ronald Fraser's inventory game from BUSINESS DECISION SIMULATION) to illustrate the problems encountered. Lectures on EOQ follow, and then the students are required to implement their own inventory control system in a simulated firm.

LOGSIMX: The purpose of the simulation game is to show how the different components discussed above are integrated in the logistics system. The game provides a good trial-and-learning experience, since the opportunities for error are great but the game is flexible enough to let students compensate for the errors without paying too dear a price. For example, shipping goods to a warehouse in another area in less-than-vehicle-load quantities will result in a longer delivery time. Students can avoid possible stockouts in this area by shipping goods by premium transportation in the next period.

Simulation Evaluation: The students are graded on their performance in the game, as measured by their gross profit contribution, and on their semester-end report. This report is expected to contain justification for their weekly decisions, acknowledgement of errors made and discussion of the steps taken to remedy them, their plans for the future, and an evaluation of the game itself as far as its realism and its value as a learning tool.

Final: Depending upon the level of performance throughout the semester, there may or may not be a final. The final, should it be offered, will consist of an in-class case.

Basis for Grade:		
	LOGSIMX	30%
	Cases	50%
	Final	20%

If no final is given, the cases will constitute 80% of the semester grade. The case grade includes an evaluation of the participation in class discussions of the cases as well as the grades on the written cases.

BUSINESS POLICY

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Alonzo J. Strickland, III
University of Alabama
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Resources: Tempomatic IV, A Management Simulation (Houghton Mifflin Co., One Beacon St., Boston, MA 02107) by Charles R. Scott, Jr. and Alonzo J. Strickland, III.

Syllabus 1 (as presented in Tempomatic IV A Management Simulation, Instructor's Manual.)

Syllabus 1

Syllabus 1 illustrates the use of Tempomatic IV in a two-hour, one-semester undergraduate course in which the students concentrate exclusively on Tempomatic IV. The students meet for a lecture hour and a lab hour. The class discussions of the functional areas utilize the data of Tempomatic IV, and students should be instructed to search for the applicable data from Tempomatic IV: A Management Simulation to illustrate the class discussions.

Objectives

A basic objective of this course is to integrate the specialized areas of business administration by requiring the student to analyze and make decisions in the environment of a computer-processed management simulation. Throughout the course the student is immersed in dynamic data to show the application and integration of theory explained in previous course presentations.

A second objective is to interject the use of the computer, whenever possible, in decision analysis by having the students do some of their illustrative problems on the computer.

A third objective is to provide an environment in which the students may report their companies' performance by providing financial statements.

Discussion and Laboratory

In the discussion hour, the instructor will examine various techniques presented in courses that the students will probably already have taken, with emphasis in the simulation on the applicability of such techniques to strategy and policy formulation. The cohesive factor for the diverse discussion of universal business problems will be the management simulation game.

The laboratory hour will reinforce the material covered during the preceding discussion period. Various techniques will accomplish the reinforcement. First, illustrative situations will be assigned for work both in and out of lab. Second, negotiations for bonds, new plants, labor contracts, and disputes will be made between the professor or lab instructor and the individual student teams. Third, discussions will be held with individual teams to aid the members in their decision-making.

Weekly Guidelines

Following are some weekly and hourly objectives the instructor will want to meet in a semester of fourteen weeks with each week divided into two periods, one a discussion class and the other a laboratory. Because the duration of semesters differs from school to school, the objectives are expressed as tasks the instructor might wish to set himself, depending on the individual needs and abilities of his students. In the period numbers, D designates a discussion hour and L designates a laboratory hour.

Week	Period	Task
1	1D	Introduce the course, the text, the syllabus, the grading system, and the course assistant. The text is Scott/Strickland, Tempomatic IV: A Management Simulation.
	2D	Answer questions, make up the teams, and make a set of hypothetical decisions to explain the game's method. Emphasize that the first eight quarters' results are found in Appendix B of the student text and that the students' first decisions will be for quarter 9, their second for quarter 10, and so on. (Transparencies of print-outs flashed enlarged on a screen are useful.) It may be that you will want to combine these two discussion periods as one.
2	3L	Help students make a decision for quarter 9. (This will be their first decision.) Assign a time for decisions to be submitted and specify when print-outs will be available. Be specific on procedure.

Week	Period	Task
	4D	Discuss corporate organization and strategy. Request each company to submit a statement of its organization and strategy in period 6.
3	5L	Work with students in making a decision for quarter 10. (This will be their second decision.) A session negotiating bond issues may be desirable.
	6D	Discuss financial and management reporting. Request each company to determine and state what reports it needs by period 8.
4	7L	Work with students in making a decision for quarter 11.
	8D	Discuss marketing forecasting techniques. Request each company to submit its forecast in period 10.
5	9L	Companies make decision for quarter 12.
	10D	Discuss inventory analysis. Require of each company an analysis of its inventory in period 12.
6	11L	Companies make decision for quarter 13.
	12D	Discuss financial analysis. Ask each company to submit another analysis of one year's performance or status in period 14.
7	13L	Companies make decision for quarter 14.
	14D	Discuss debt-equity financing. Select a situation in which teams analyze and choose a method of financing to be submitted in period 16.
8	15L	Companies make decision for quarter 15.
	16D	Discuss profit-volume analysis. Request each company to submit an analysis of its present profit-volume situation for period 20.
9	17L	Companies make decision for quarter 16.
	18	Mid-term exam.
10	19L	Companies make decision for quarter 17.
	20D	Discuss labor contract negotiations. Start negotiations with individual companies.
11	21L	Negotiate.

	22D	Discuss capital budgeting and present-value analysis. Assign individual problems dictated by the situation of each company to be completed by period 26.
12	23L	Companies make decision for quarter 18.
	24D	Discuss marketing, finance, and production mix.
13	25L	Companies make last decision for quarter 19.
	26D	Discuss business uses of simulation.
14	27L	Prepare for presentation of semester's results to the board of directors. Each company will make a twenty minute presentation.
	28L	People invited from business to act as boards of directors to hear and examine student presentations.
	29	Final exam.

Grades

Three possible compositions of the final grade are, in percentages:

Mid-term exam	25	30	35
Final exam	25	30	35
Team performance	40	30	20
Homework	10	10	10

Many instructors include peer evaluation in their grading plan. One useful way of quantifying peer evaluations is by issuing to each team a fictitious $1,000 and asking them to distribute it among the team members according to value. Other instructors prefer to place more emphasis on homework and accordingly increase the percentage of the part of the final grade that is allocated for homework. Still others prefer to reduce the percentage assigned to team performance. All instructors are, of course, free to compose the final grade as they wish.

Syllabus 2

Objectives

Syllabus 2 illustrates the use of Tempomatic IV in a three-hour, one-semester advanced undergraduate business policy course in which the principal classroom activity of the students is discussion and case analysis. Thus, this syllabus is based on the traditional method of case instruction with a minimum classroom time used in discussion of Tempomatic IV.

COURSE DESCRIPTION

INTRODUCTION TO BUSINESS

We use the games in INTRODUCTION TO BUSINESS SIMULATION as one-third of our introductory course in Management. Students are scheduled for one two-hour lab period a week and play a game each week. We use one of the regular one-hour periods for introduction and another for evaluation, giving time for a full 14 gaming periods. Students are very enthusiastic about the games.

The following typical schedule shows PRICE PRODUCTION MARKETING STRATEGY being played twice, while MANUFACTURERS AND RETAILERS is played once for two class periods.

August 31	PRICE DETERMINATION - Version I
September 7	PRICE DETERMINATION - Version II
September 14	PRICING STRATEGY
September 21	PRICE PRODUCTION STRATEGY
September 28	PRICE PRODUCTION MARKETING STRATEGY
October 5	PRICE PRODUCTION MARKETING STRATEGY
October 19	TRACK - Version I
October 26	SOCKEY MANAGEMENT
November 2	BISTRO MANAGEMENT
November 9	MANUFACTURERS AND RETAILERS
November 16	MANUFACTURERS AND RETAILERS
November 23	PRODUCTION SCHEDULING
November 30	BARTENDERS
December 7	TRACK - Version II

MANAGEMENT OF HUMAN RESOURCES

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Resources: RAISE II, A PERSONNEL SIMULATION (Lakeshore Group, Ltd., Milwaukee, Wisconsin) Author: James W. Schreier, PERSONNEL: A DIAGNOSTIC APPROACH (Business Publications, Dallas, Texas) Author: William F. Glueck.

Course: Management of Human Resources is a fundamental course which looks at the basic functions of personnel management. In the framework of these basic activities, practical experience is provided in the recruitment, development, utilization, and remuneration areas of personnel work. The course will also focus on some of the current problems facing personnel managers, including Equal Employment and Occupational Safety.

Approach: The course will be a practical look at the functions of personnel management. Class time will be used to explain, discuss, and apply the principles and techniques presented in the text. Cases, exercises, and role-playing will be used extensively.

RAISE II, A Personnel Simulation: The most important part of this course centers around RAISE II and your performance on this project. It will encompass all of the material being covered in the course. RAISE II will give you an opportunity to practically apply all of the text and class material to a real life situation.

Examinations: There will be two exams in this course, each consisting of two parts. The first will be several objective and/or short essay questions. These will be closed book, closed notes. The second part of the exam will be essay questions or short cases which are to be analyzed using text and class materials. Exam dates are noted on the syllabus.

Projects: Several different short projects will be assigned during the summer session. Each will be weighted according to the amount of time each student is expected to put into the assignment. The total of these projects will represent an important part of the final grade.

Class Exercises and Participation: Several times during the course, the class will be involved in activities and discussions of the material. Your preparation and participation in these activities is considered in your final grade.

Grading Formula:

RAISE II	30%	Exam #1	20%
Projects	15%	Exam #2	20%
Class Exercises and Participation			15%

Simulation Evaluation: RAISE II is graded on quality, preparation, and completeness of the assigned task. RAISE II is completed as a written project and is graded according to standards presented during the class.

COURSE DESCRIPTION

MANAGEMENT SIMULATION

We run a three-hour course in management simulation for junior level and above students. The class meets for two hours twice a week, giving 28 two-hour lab periods in a typical semester. Of these, two are used for introduction at the beginning and a summary and evaluation period at the end, 18 are used for playing selected games from BUSINESS DECISION SIMULATION, and 8 periods are devoted to developing and playing games made up by student teams. Grading is based on actual finishes in the games, quality of and contribution to the student developed games, peer rating by their classmates, and a subjective evaluation by the faculty member. Course evaluations by the students have always been outstandingly good. A typical course schedule follows.

January 15	Introduction
January 20	PRICE DECISION - Version I
January 22	PRICE DECISION - Version II
January 27	PRICE INTERACTION AND PRODUCTION DECISION
January 29	PRICE-SALESMEN-QUALITY-PRODUCTION DECISION
February 3	BANKRUPT
February 5	INVEST
February 10	BREAK-EVEN ANALYSIS
February 12	NETWORK ADVERTISING - Version I
February 17	BID JOB
February 19	BID JOB
February 24	BID JOB
February 26	INVENTORY SIMULATION
March 2	Student Project Development
March 8	PRODUCT MIX
March 10	STOCK MARKET
March 15	STOCK MARKET
March 17	Student Project Development
March 22	BUILD
March 24	REPLACEMENT ANALYSIS
March 29	COMPARATIVE ADVANTAGE - Version I
March 31	Student Project Development
April 19	Student Project Development
April 21	Student Game
April 26	Student Game
April 28	Student Game
May 3	Student Game
May 5	Summary and Evaluation

MANAGING A DYNAMIC SMALL BUSINESS (MADSBEE)

James E. Estes

SIMULATION OF THE TOTAL FIRM: Students are able to see how all parts of the firm interact and affect each other in a dynamic business environment.

EXTREMELY FLEXIBLE -- MAJOR CHANGES KEEP IT VIABLE YEAR AFTER YEAR: The Administrator has complete control of the economic conditions in the simulation each quarter. He can vary the economic conditions to give the students experience in managing under whatever economic conditions he chooses. By varying the economic conditions in different semesters, he can create the economic uncertainty of the real business manager regardless of how effective the student "grapevine" may be regarding economic conditions which existed in past semesters. Prosperity in one semester can be followed by recession in the next. The Administrator also controls the price elasticity. There is a wide range of price elasticities which give significantly different results and are still well within the realm of realistic "real world" results.

A SMALL FIRM THAT STUDENTS CAN RELATE TO: While he may daydream about it, the average college student with no business experience finds it difficult to really see himself as the head of some large company dealing in millions of dollars. But many thousands of students have found it easy to realistically see themselves managing a small company with about 25 employees.

IDEAL FOR A WIDE VARIETY OF COURSES

INTRODUCTION TO BUSINESS and PRINCIPLES OF MANAGEMENT Courses: MADSBEE brings textbook material to life. Students have a chance to experience marketing and production in action and to actually make marketing, production, and financial decisions rather than just reading about them. They get to see the results of their decisions and get the feel of business operations. They learn the importance and the difficulties of careful planning, business strategy, interpersonal relations in business decision making, and followup and corrective action based on actual results.

BASIC ACCOUNTING Courses: Since the feedback to the students is through very simple, elementary financial statements, MADSBEE is a natural for use in the introductory accounting courses to bring cash flow to life and to demonstrate the actual compilation and use of the information on accounting statements in a continuing, dynamic manner instead of the usual static, one-shot approach of the workbook.

BASIC ECONOMICS Courses: MADSBEE illustrates vividly the effects of the business cycle, price elasticity, and many other economic concepts as the students actually manage a company in competition with their fellow students. Demand and supply curves come to life as students face the real businessman's uncertainties about what he can sell in an uncertain future. The teacher has complete control to make the economy do anything he wants it to do from high prosperity through deep depression; and he can set price elasticity within a wide range of realistic settings from very high to very low elasticity.

HUMAN RELATIONS Courses: Merely reading about individual and group interactions in business situations through textbooks and cases does not provide the emotional involvement and experiential learning possible through actually having to reconcile differences in real decision-making solutions. The fact that there are several possible strategies and attractive alternative actions in MADSBEE creates real situations of emotional involvement, uncertainty, and individual and group cooperation and conflict.

SMALL-BUSINESS MANAGEMENT Courses: Since MADSBEE is a small-business simulation, it is a natural for use in a course in small-business management. It gives the student the opportunity to experience the types of problems faced by the small-business manager as he is studying them in the course.

PRODUCTION MANAGEMENT Courses: MADSBEE is ideal for a production management course. It is a manufacturing firm, and there are alternative conditions of machinery with different levels of productivity at different investment costs. The Administrator has the option of including any production costs he desires (such as ruined raw materials, employee learning curves, etc.). Since it is a total-firm simulation, it supplements the detailed study of production by keeping the student aware that production actions must always be considered in relation to their impact on the other operations of the firm.

UNDERGRADUATE and GRADUATE POLICY Courses: The introduction of the more complex variables in MADSBEE makes it an extremely effective teaching device for the capstone courses in the Bachelors and Masters degree programs in Business Administration. Students have an opportunity to use the many concepts they have learned in order to analyze the situations presented in MADSBEE and to see the actual results of their decisions in a complex of inter-relationships in this dynamic environment.

EXECUTIVE DEVELOPMENT PROGRAMS: MADSBEE has been used in Executive Development Programs at the University of South Carolina for eight years for executives from all types and sizes of companies. It has proven to be an excellent device by which they can practice the concepts they are learning in the program. It has also proven to be an extremely strong force in creating a sense of identity and cohesion for these executives brought together temporarily from such divergent backgrounds.

GRADING: Grading can be done in any manner consistent with the objectives of the specific course in which the simulation is used. One method has been to rank each company according to each of several financial and operating ratios, assigning points to each position according to the importance of that ratio in the specific course. Points are then totaled and grades assigned to the total number of points.

Another method is to assign each company 200 points per quarter of play to provide a large base around which students' actual performance will provide a dispersal (the students are told this is a "reward for the amount of work going into their decisions). Bonus or penalty points are then assigned each company according to the total net profit or loss during the entire simulation; and the net profit or loss during the last 2 or 4 quarters (depending on how many quarters are played. Students should play at least 5 quarters). This is double-weighting of the last quarters as a projection technique. Penalty points are assigned for overdrafts without loans; and poor labor practices, such as short paychecks for short workweeks. Additional bonus or penalty points can be assigned for other factors that are important to the specific course. Total net points are then added for each company, and a grade assigned according to the total number of points.

MARKETING PRINCIPLES

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Books: Text - Marcus, et.al., Modern Marketing, Random House. Any other good marketing text could be readily substituted.
Simulation - Day and Ness, Marketing in Action, Irwin and Co.

Objectives: 1. Provide the student with an understanding of the role marketing plays in the economic system.
2. Develop the students understanding of marketing principles as practiced by marketing practioners.

Nature of the Course: Marketing Principles is a one quarter introductory marketing course taken by all business majors. It is normally taken in the sophomore or junior year after the student has taken a course in accounting and in micro economics. Successful completion of the course completes the marketing requirements for nonmarketing majors.

Setting: The course is built around the marketing simulation. The students are assigned to teams which become responsible for the successful operation of a simulated firm. Their simulated firm has recently been acquired by Omni Enterprises, a large multinational corporation. The new firm is responsible for developing objectives and strategies which are consistent with the stated corporate objectives of Omni Enterprises. Individual students fill the positions of CEO, product manager, promotion manager, research manager, and marketing analyst. From time to time news items appear in The Brick Street Journal (blackboard format) in the form of quarterly earnings reports, potential or actual legislation enacted on Simulated Capital Hill, and changes in the real world which can be incorporated such as an increase in sugar prices which increases simulated production costs.

Format: There are no lectures during the course after the simulation has been introduced. The introduction normally takes about three days and can include exposure to a vast amount of marketing information in the explanation. During this time, the students are also given a course outline containing the reading assignments. In addition they are given a list of "key terms and concepts" keyed to the chapters in the text. This list provides the student with a guide to what he or she needs to know to successfully complete the course.

After the simulation has been introduced, class periods become essentially briefing sessions. At the beginning of each period a decision is either collected or the results handed back. Student questions are answered and announcements are made. Then the instructor assumes the role of Omni "top management" and is briefed

by one of the teams. The briefing session lasts from 15 to 20 minutes. For the first 5 minutes the team recaps their operations since their last meeting. Graphs and charts are strongly encouraged. The remaining time is spent with the instructor asking questions about items from the key terms and concepts list with emphasis upon how the concepts apply to their firm. Questions not satisfactorily answered become the first item of business at next weeks session. The instructor meets with two teams per class period for a total of eight teams per week. This then becomes the maximum number of teams that can be handled in one section of the course.

Assessment: The students are given two multiple choice examinations during the quarter. All questions on the exams are related to items on the key terms and concepts list. The simulation exercise is given a weight equal to one exam. It's evaluated primarily through a report prepared by the teams which among other things explains the rationale behind each decision in the simulation. Profitability plays a relatively minor part in the evaluation. In addition, class participation is included in the student assessment. A record is kept of each students performance in the briefing sessions. Thus a relatively accurate evaluation of the students' participation can be made.

BA 4373: ORGANIZATIONAL BEHAVIOR

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Catalog Description: Concepts and tools designed to increase the understanding of human behavior and managerial practices with emphasis on organizational contexts.

Course Description: BA 4373 will combine the cognitive, affective, and behavioral domains of learning using an integrative/experiential format. Students will have the opportunity to learn by thinking, to learn by feeling, and, most of all, students will have the opportunity to learn by doing and observing others.

COURSE OBJECTIVES

1. To present and process many of the theories and approaches of the organizational behavior field.

2. To understand and develop personal strategies of influence and change in dynamic organizational contexts.

3. To develop predispositions and abilities for situational skill selection.

4. To develop proactive managerial predispositions and competences.

All the course designer/instructor can really do is just "present the field" (see objective 1) and design and "agricultural" learning system.

Proposed/Suggested/Example Individual Objectives

1. To develop and maintain an open and flexible conceptual system.

2. To increase self-understanding.

3. To increase personal and interpersonal competencies.

4. To develop a personal philosophy and "strategy" of management.

Your objectives

1.

2.

3.

Means to the Course and Individual Objectives

1. Exposure to and individualized processing of concepts and ideas.

2. Conscious efforts to maintain mental awareness and a desire to "learn how to learn".

3. Experimentation with individual behavior.

4. Personal skill practice and examination of competencies. The student will have the opportunity to "maximize" his motivation.

5. Evaluative and non-evaluative observation of one's own behavior and the behavior of others.

Grading: Your grade will be based on 1) the quality of your work and 2) the quantity of your work. You determine your grade by how much you do and how well you do it.

30+ points = A
25-29 points = B
20-24 points = C
15-19 points = D
less than 15 = F

Personal Reaction (number is optional) Papers = 0-5 points each

Personal Philosophy Paper (required) = 0-5 points

Attendance (every absence after 2) = -2 points (The key to this course, for you and for me, is a high level of involvement. If you are not here, you are not involved).

What a "Good Personal Reaction Paper Might Contain

1. In integration of the affective and cognitive domains.
2. Good use of assigned cognitive materials.
3. Evidence of an understanding of one's own feelings, reactions, learnings, etc.
4. Evidence of understanding of the behaviors, feelings, and reactions of others.
5. Concrete examples using classroom and/or "real-world" behaviors.

The Books We Will Use

Kold, David et al. Organizational Psychology An Experiential Approach, Second Edition, 1974.

Townsend, Robert. Up the Organization, Fawcett-Crest, 1970, cheap paperback.

Hershey & Blanchard, Management of Organizational Behavior, 2nd Edition, Prentice-Hall, 1972, paperback.

FROM YOUR INSTRUCTOR

I am committed to a type of educational environment that you are probably not used to or experienced in. I believe the learning/changing individual should be an autonomous, free-thinking, self-directed person. I feel the instructor should be less a dominator and "spoon-feeder" and more of a facilitator and consultant. To these ends, I will do my best to design and maintain a classroom environment characterized by openness and honesty, freedom of expression, warmth, and personal support.

I have found that students, if given a chance, prefer their ideas and philosophies to my own. Rather than trying to change your attitudes, this course will place more emphasis on helping you to understand, accept and

polish your own predominant motivational patterns. No one should judge you or prescribe what you should believe or how you should behave. This course will not try to change you, but you will have the opportunity to learn how to satisfy your existing needs, and, if you desire, to develop new growth-oriented patterns of behavior.

This course is not designed to be a free ride, and will require a continuous and conscientious learning effort on your part. If you commit yourself to this course, it can be one of the most enriching and positive experiences of your life.

PERSONNEL ADMINISTRATION (BMGT 360)

Dr. Craig Eric Schneier
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Resources: R. W. Beatty and C.E. Schneier, Personnel Administration: An Experiential/Skill Building Approach (Reading, Mass. Addison-Wesley, in press, 1977). A basic personnel text and some readings are also used.

Course Description: The course is an introduction to the field of personnel administration and human resource management. Broad topic areas covered include job analysis, performance appraisal, selection, training, and wage and salary administration. Although an emphasis on business organizations is used, the material is presented to be applicable to both public and private organizations of all types. The basic personnel programs are presented with an orientation toward their design and implementation.

Course Objectives: This course is designed to introduce participants to Personnel Administration as an academic field of study and as a set of applied techniques; to help them gain an understanding of the basic purpose and function of Personnel Administration in an organization; and to familiarize them with the job of a Personnel Administrator and his or her staff.

Specific course objectives include the following:

1. To become familiar with the terminology used in the field of Personnel Administration.

2. To become familiar with the content of typical personnel programs, such as job analysis, performance appraisal, selection, training, and improving performance.

3. To begin to develop skill in the design, implementation and evaluation of personnel programs through experiential exercises.

4. To develop an appreciation for the knowledge, skill, and ability required of successful Personnel Administrators, as well as the roles they are required to fill in different types of organizations.

5. To become exposed to a representative sample of the current literature in the field of Personnel Administration.

6. To develop an understanding of current environmental conditions (both internal and external to an organization) which affect the Personnel Administrator's job.

7. To develop an understanding of the major theoretical foundations of behavioral science which form the base of human resource programs.

Pedagogical Methods: Experiential learning is used heavily, as is small group work. Lecture is used to introduce content areas and lecture/discussion is used to process the experiential activities. Case studies, role-plays, and various simulations are contained in the exercises.

Course Content: The content is broken into the following six broad topical areas:

Introduction to Course and Personnel Administration
Planning for Human Resource Programs
Identifying, Observing, and Measuring Human Performance
Personnel Selection and Staffing
Training and Development
Improving Performance and Maintaining Committment of Human Resources
Women in Management

Evaluating Students: Essay and multiple choice questions are used on tests which typically include two midterms and a final. The assignments handed in as a result of the experiential exercises are weighted about one-third of the final grade. Many of these assignments are given a group grade. Group members also rank their peers and a relatively small weight is given to class participation.

PUBLIC AFFAIRS SEMINAR
Public Administration in Small New England Towns

Mrs. Anne H. Knight
Golden Gate University
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Resources: BFALLS, The Blackberry Falls Town Government Game (Computer Services, University of New Hampshire, Durham, 03824) Authors: Dr. Edmund Jansen, Dr. Jerry Warren, Mrs. Anne Knight (University of New Hampshire)

Manual of Town Offices, Selection, Functions and Duties, Cooperative Extension Service, University of New Hampshire, Durham, N.H. 03824

Guiding Growth, A Handbook for New Hampshire Townspeople, Society for the Protection of New Hampshire Forests, 5 South State St., Concord, N.H. 03301

The New Hampshire Town Meeting Handbook, New Hampshire Municipal Assoc., P.O. Box 617, Concord, N.H. 03301

State and Local Government, Joseph F. Zimmerman

Public Administration, John Pfiffner and Robert Presthus, Renald Press Co., New York, 1967

Community Politics, Bonjean, Clark, Lineberry, The Free Press, New York, 1971

The politics of the Budgetary Process, 2nd Edition, Aaron Wildavsky

Course Description: The Public Affairs Seminar is a required three credit course intended as a capstone experience for all M.P.A students. The course deals with complex problems and issues of public policy from top management viewpoint and from the citizen's viewpoint; analysis and discussion of conflicts and values, assignment of priorities, development of systems approaches in program management and identification; criteria for evaluation of decision-makers' activities. In the framework of these activities, practical experience is provided in decision-making, (information gathering, analysis, decision, observation and evaluation), interaction between influential groups and in using a computer. The course also focuses on some current problems facing small towns, including population pressures, solid waste disposal, and housing and employment needs.

Objective: The course is intended to develop in students an understanding of 1) the organization and management of government in small New England towns, 2) the decision-making process which occurs in town government and in community development and planning, 3) the roles and functions of town officials, private developers and citizen groups, and 4) current problems and issues facing small towns and methods and alternatives for finding solutions.

Approach: Through the use of the BFALLS simulation game an opportunity is provided for students to experience the decision-making process in a practical non-threatening environment. Half the class sessions are used for game experience. The other half are used for lecture and discussion of such matters as the budgetary process, solid waste management alternatives, land use planning, and city manager form of government. The focus of the course is on the BFALLS Town Government Game. Research and outside experiences related to the game are required and encouraged. Most students have an opportunity to use the computer for data storage and analysis as well as for impact projection and feedback.

Assignments: Supplementary readings and research are encouraged on current issues being analyzed in the game. Attendance at and brief reports on a local budget hearing and an Annual Town Meeting are required.

Projects: One major project is assigned as a group or solitary effort. The topic and form of presentation are variable. The topic may be issue-oriented or role-oriented but must be considered from a public administrator's point of view in a small town. The project represents a large portion of the final grade.

Class Participation: Since the game's success depends on the involvement of the players, class participation is an important consideration in the final grade. A final class presentation is required of all groups explaining their roles and functions in Blackberry Falls, their relationship to other groups and their responsibilities to the town.

Grading: Class Participation 1/3
Term Project 1/3
Other Reports 1/3

Scheduling: The course is offered once a year during the spring semester since Town Meeting attendance is required and New England Town Meetings occur in March.

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SOME FACTS AND STATISTICS ABOUT ABSEL

ORGANIZED APRIL 26, 1974
at
OKLAHOMA CHRISTIAN COLLEGE, OKLAHOMA CITY

MEMBERSHIP:

Total		133
United States	218	
Foreign Countries	15	
Number of Universities Represented		138
Number of Businesses Represented		16
Number of States		39
Number of Foreign Countries		7
University with Most Members: Georgia State		9
State with Most Numbers: Texas		31

CONFERENCES HELD:

1974	Oklahoma Christian College - Oklahoma City, Oklahoma
1975	Indiana University - Bloomington, Indiana
1976	University of Tennessee - Knoxville, Tennessee
1977	Wichita State University - Wichita, Kansas

PRESIDENTS:

1974	Bernard Keys, Oklahoma Christian College
1975	Stanley C. Vance, University of Tennessee
1976	Ralph Day, Indiana University
1977	Dick Buskirk, Southern Methodist University

AN ANALYSIS OF PAPERS PRESENTED AND MEMBERSHIP ATTENDANCE AT THE 1974, 1975 AND 1976 ABSEL CONFERENCES

ANALYSIS OF PAPERS PRESENTED AND PUBLISHED

	CONFERENCES		
	1974	1975	1976
Number of papers presented	52	47	40
Number of authors	65	70	40
Number of papers co-authored and presented	19	16	8
Number of members presenting 2 papers	--	--	3
Number of papers published in proceedings	47	43	*
Number of authors presenting papers at conference	52	53	38
Number of authors presenting papers for first time	52	36	17
Number of prior-conference first time authors presenting papers for first time	--	17	12
Number of authors presenting papers for third consecutive time	--	--	9
Number of authors presenting papers last two years	--	17	21

**1976 Conference Proceedings not published at this time*

ANALYSIS OF MEMBERSHIP ATTENDANCE

	CONFERENCE		
	1974	1975	1976
Number of Registrants	98	81	66
Registrants attending for the first time	98	51	23
Members attending last two conferences	--	30	31
Members attending 1st and 3rd conferences	--	--	4
Members attending all conferences	--	--	23
New registrants returning	--	30	16
Number of chairmen not presenting papers	7	13	11
Number of panelists not presenting papers	--	6	4

ABSEL MEMBERS PRESENTING PAPERS AT FIRST THREE CONFERENCES

NAME	ACADEMIC DISCIPLINE
Eugene Byrne	Management
Sam Certo	Management
Robert H. Dougherety	Management
David J. Fritzsche	Marketing
James Gentry	Quantitative Methods
Duane Hoover	Management
Bernard Keys	Management
Aryeh Kidron	Management
Douglas E. Wolfe	Management

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(above names excluded)

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Anthony J. Faria	Marketing
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Ronald Frazer	Management
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Louis C. Mancuso	Marketing
Carl C. Nielson	Finance
James W. Schreier	Management
Murphy Sewall	Marketing

CLASSIFICATION OF PAPERS PRESENTED BY THE ABOVE AUTHORS

CLASSIFICATION OF PAPERS	NUMBER OF PAPERS
Experiential learning exercises	7
Learning theory and game effectiveness	12
Human relations	1
Quantitative methods and simulations	4
Operational problems	1
	25

CLASSIFICATION OF PAPERS PUBLISHED IN ABSEL CONFERENCE PROCEEDINGS

	CONFERENCES			
PRIMARY SUBJECT AREA	1974	1975	1976	Total
Design of simulations	3	3	1	7
Computer implementation problems and procedures	3	1	1	5
Course design and simulation objectives	2	1	2	5
Simulation administration	6	2	-	8
Simulation playing by students	1	-	-	1
Performance evaluation (scoring)	1	1	4	6
Learning theory and learning environments	2	4	5	11
Innovative uses of business simulations	-	1	4	5
Learning effectiveness of simulations	6	10	6	22
Experiential exercises:				
Cases	1	2	1	4
Other than cases	3	11	9	23
Description of existing or new simulations	21	8	6	35
NUMBER OF PAPERS	47	43	39	129

NUMBER OF ABSEL AUTHORS CLASSIFIED BY ACADEMIC DISCPLINES

	CONFERENCES					
ACADEMIC DISCIPLINES	1974		1975		1976	
	NO.	%	NO.	%	NO.	%
Management	32	56.14	41	65.08	32	74.42
Marketing	8	14.04	11	17.46	5	11.63
Finance	5	8.77	1	1.59	1	2.33
Accounting	3	5.26	5	7.94	2	4.65
Quantitative Methods	4	7.02	5	7.93	-	-
Other	5	8.77	-	-	3	6.97
TOTAL	57	100.00	63	100.00	43	100.00

BUSINESS SIMULATIONS USED AND/OR CREATED BY ABSEL MEMBERS

The following business simulations are described or referred to in the 1974, 1975 and 1976 Conference Proceedings of ABSEL.

MANAGEMENT SIMULATIONS:	AUTHOR
Carnegie-Mellon University Game	
Decision Simulation of a Manufacturing Firm	Burnard Sord
Harvard Management Game	
INTOP (International Operations)	Hans B. Thorelli and Robert L. Graves
MADS-Bee (1967)	James Estes
Management Decision Simulation (1959)	Stanley Vance
RAISE II, A Personnel Simulation (1976)	James W. Schreier
Settle or Strike (1974)	Morris Sackman
Simulett (1966)	Frederic A. Brett
Smith Management Simulation (BUSOP)	Jerald R. Smith
Tempomatic IV: A Business Management Simulation	A.J. Strickland and Charles Scott
Tennessee Management Game (1966)	University of Tennessee
The Business Management Laboratory (1974)	Ronald L. Jensen
The Business Policy Game (1973)	Richard Cotter
The Carnegie Tech Management Game (1964)	Kalman J. Coten, William R. Dill, and Alfred A. Winters
The Executive Game (1970)	R.C. Henshaw, Jr. and J.R. Jackson
The Executive Simulation (1973)	Bernard Keys and Howard Leftwich
The Imaginit Management Game (1973)	Richard F. Barton
The Management Game: Simulated Decision Making (1970)	Warren F. McFarlin, James L. McKenney, and John A. Seiler
The University of Toronto Management Game (1974)	Roger N. Wolff and George H. Haines
Top Management Decision Simulation	F.M. Ricciardi, et al
Top Management Simulation	Richard M. Hodgetts
Minnesota Manpower Management Simulation Game (1975)	George T. Milkovich

PRODUCTION SIMULATIONS:	
DOG (Decision Mathematics Operational Game) (1974)	Geoffrey Churchill
INSIM (Inventory Simulation)	Carl Ferguson
JOBLOT (1970)	Geoffrey Churchill
OMSIM (1975)	George A. Johnson and Thomas E. Hendrick
Production Control Game (1974)	K. Roscoe Davis
Production Scheduling Simulation (1961)	Gray J. Arnold and Robert S. Hoeke
PROSIM (1969)	Paul S. Greenlaw and Michael P. Hottenstein
PROSIM V (1971)	Joe H. Mize and Bruce E. Herring
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